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ABSTRACT

This document is the first in a series of surveys of U.S. youth on issues related to career planning and preparation, the image of business in society, and economic values. For comparative purposes, this study was conducted among U.S. and Japanese students. Specifically, the survey measured public opinion and behavior in the following areas: the image students have of the private sector in their society and the extent businessmen and women are valued as role models; students' values concerning money; students' interest in academic subjects and perceived importance of specific subjects; and students' post-high school educational and career plans and confidence in reaching their goals. Among the many findings of the survey were that, contrary to common stereotypes, U.S. students were more likely than their Japanese counterparts to receive high school training in computer science, business, and economics; and U.S. students were more likely to spend their extracurricular time going out and having fun, while Japanese students were more likely to spend their time with an academic tutor or doing homework. The report of the survey findings is followed by a copy of the questionnaire and a technical appendix designed to help determine the statistical significance of survey results. (DB)

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ED 385251

THE JUNIOR ACHIEVEMENT/GALLUP INTERNATIONAL YOUTH SURVEY

ANALYTICAL REPORT

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SO 021 220

THE JUNIOR ACHIEVEMENT/GALLUP INTERNATIONAL YOUTH SURVEY

Analytic Report

Conducted for:
Junior Achievement, Inc.

Conducted by:

The Gallup Organization
100 Palmer Square
47 Hulfish Street
Princeton, NJ 08542

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INTRODUCTION

The Junior Achievement/Gallup International Youth Survey is the first in a series of surveys of American youth on issues related to career planning and preparation, the image of business in society, and economic values. For comparative purposes, the 1990 study was conducted both among American and Japanese students. Specifically, the Junior Achievement/Gallup survey measures public opinion and behavior in the following areas:

* The image students have of the private sector in their society, and the extent businessmen and women are valued as role models
* Students' values concerning money
* Students' interest in academic subjects and perceived importance of specific subjects
* Students' post high school educational and career plans and confidence in reaching their goals

In order to meet the objectives of this project, interviews were conducted with nationally representative samples of 750 American junior and senior high students, and 790 Japanese junior and senior high students. Interviews were conducted by telephone simultaneously in the United States and Japan during the month of February, 1990. Because probability sampling procedures were used in developing the samples for this project, results from the U.S. sample may be projected to the entire U.S. junior high and high school student population, and results from the Japan sample may be projected to the entire Japanese junior and high school student population.

This report is followed by a copy of the questionnaire and a technical appendix useful in determining the statistical significance of survey results.

EXECUTIVE SUMMARY

Page Number

Image of Business

A plurality of American students express confidence in big business as an influence in society (45%) and are able to name an admired businessman or woman (47%). This level of confidence is almost twice as high as that among Japanese students, or American adults. A key difference between American and Japanese students is their reason for admiring business people - wealth is more important to Americans. 4

Economic Literacy and Values

American and Japanese students express similar attitudes toward the value of saving money, whether obtained via work earnings or won in a contest. However, those American students with jobs are more likely than their Japanese counterparts to be saving for college (21% vs 3%). In both societies, students are most likely to want to spend their money on clothing or other personal items. 22

Academic Training

Contrary to common stereotypes, American students are more likely than their Japanese counterparts to receive high school training in computer science, business, and economics. Furthermore, with the exception of foreign languages, American students are more likely to express interest in a variety of subject areas, to say their school offers good training in these subjects, and to say the subjects are essential to their future success. 32

Students' Educational and Career Goals

Almost all American junior and senior high school students plan on eventually attending college. Accordingly, most aspire to white-collar, professional careers, and most consider it very likely they will actually get to do the kind of work they want to do. Japanese students, however, are more likely than Americans to chose work after high school, and are just as likely to say they would like a clerical or office job as to say they would like to be a white-collar professional. 48

Use of Extracurricular Time

American students are more likely than their Japanese counterparts to spend their extracurricular time going out and having fun, or working at a paid job, while Japanese students are more likely to spend their time with an academic tutor, or doing homework. 72

IMAGE OF BUSINESS

OVERVIEW

A plurality of American teenagers have confidence in big business as an influence in society (45%) and nearly half are able to name an admired business man or woman (47%). This level of confidence in business is higher than that of their Japanese same age counterparts, and almost twice as high as confidence among American adults. Confidence in business is highest among students who live in wealthy neighborhoods, both in the U.S.A. and Japan.

The role model in business most often named by American teens is a symbol of personal affluence and power: Donald Trump. However, American students are more likely to have role models in sports or politics than in business. Businessmen and women role models are almost non-existent in Japan, where only 8% of the students can name a business person they admire.

The reasons students give for admiring businessmen and women illustrate a key difference between American and Japanese societies. While Japanese students admire successful business people for their accomplishments and contributions to society, American students tend to mention accomplishments along with personal wealth.

Regarding impressions as to what a business career might be like, parents are rated as the single most important influence both in the U.S. and Japan. Teachers, friends and shows seen on television have relatively less influence regarding the business world in both societies.

In the both the U.S. and Japan, younger students and those from wealthy neighborhoods are more likely than their counterparts, to say their parents are the most important influence regarding impressions of the business world. Not surprisingly, most students in the U.S. and Japan say their parents offer good advice concerning the business world. Surprisingly, Japanese students are more likely than those living in America to say their parents offer no advice at all concerning business, career plans, course work or future education.

Confidence in Big Business as an Institution

The Question: Now I'm going to read you a list of organizations or other influences in American (JAPAN: "Japanese") society. Please tell me how much confidence you have in each one — a great deal, quite a lot, some, or very little. (Please see graph for list)

A plurality of American teenagers (45%) have either "quite a lot" (21%) or "a great deal" (24%) of confidence in big business as an influence in society. Only about 36% say they have "very little" confidence in big business, while a further 17% express some confidence. This level of confidence is higher than that of their Japanese same-age counterparts, and almost twice as high as confidence among American adults.

Students were asked to rate their confidence in a variety of organizations or influences in society. Over one-half of American students have confidence in public schools (56%), and banks (51%). Furthermore, almost one-half have confidence in Congress (46%), and big business (45%), while less than one-third of American teenagers have confidence in television (31%).

American adults tend to be more skeptical than teenagers of influences in society, especially the influence of big business. Only one in four (25%) adults has confidence in big business. Moreover, lower proportions of adults say they trust public schools (49%), banks (49%), Congress (35%), and television (27%).

CONFIDENCE IN INFLUENCES ON AMERICAN SOCIETY
(Percent saying "a great deal" or "quite a lot")

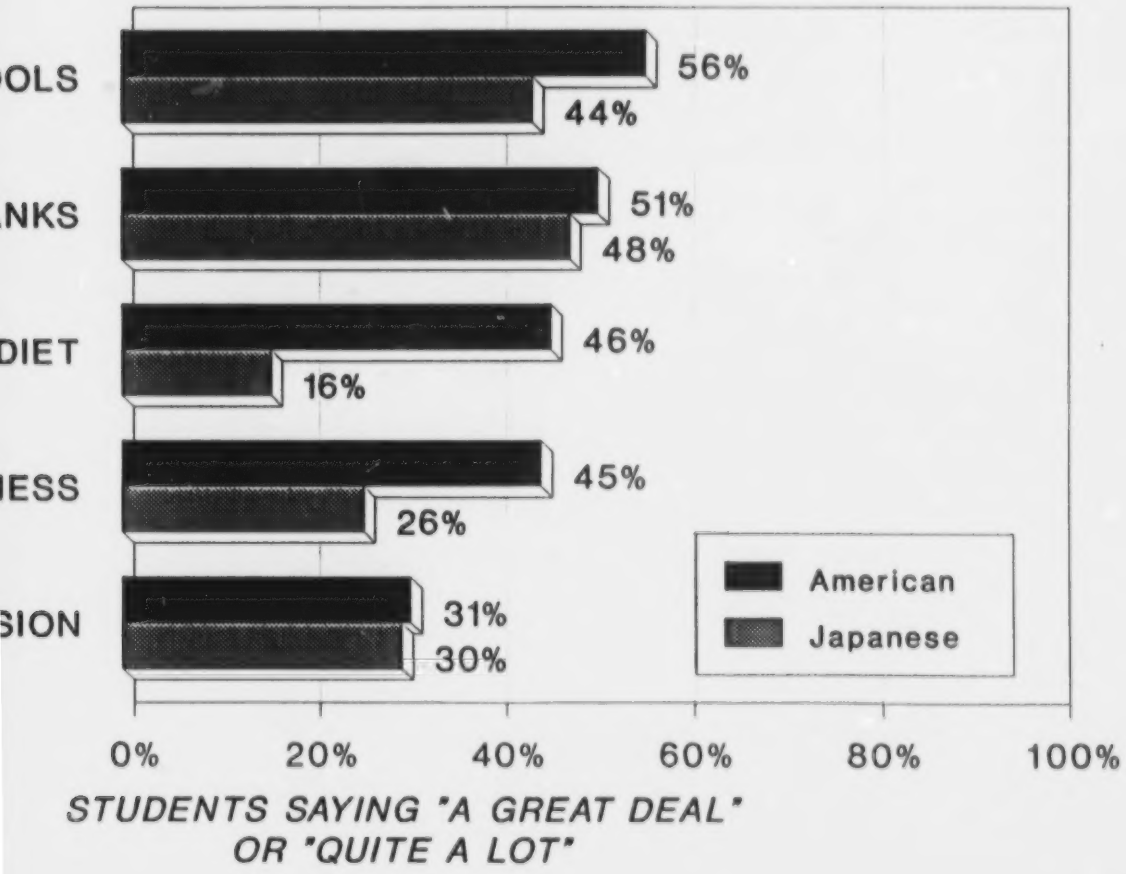
American Youth		American Adults [1]	
Public Schools	56%	Banks	49%
Banks	51	Public Schools	49
Congress	46	Congress	35
Big Business	45	Television	27
Television	31	Big Business	25

[1] Gallup Report: Political, Social & Economic Trends, December 1988.

Japanese teenagers, in comparison, are less likely than American teenagers to have confidence in big business, government, and schools, respectively. Almost one-half (45%) of American teenagers place trust in big business, compared to 25% among the Japanese. Nearly one-half of all American teens have a great deal, or a lot of trust in Congress. However, in Japan, only about one out of six (16%) teenagers has confidence in the Diet. (It should be pointed out that the interviewing for this survey was conducted in the aftermath of a major scandal in Japan linking business and politicians - the so-called "Recruit Scandal").

Similar proportions of teens living in the two countries have positive images of banks and television as influences in society.

ONFIDENCE IN AMERICAN
D JAPANESE INSTITUTIONS



As might be expected, confidence in big business is somewhat higher among teenagers who live in wealthy neighborhoods. These students are more likely than their less affluent counterparts to say they have a great deal of confidence, both in the U.S.A (24% vs 17%), and in Japan (10% vs 6%).

CONFIDENCE IN BIG BUSINESS AS AN INSTITUTION

	U.S.A			JAPAN		
		Neighborhood Wealthier than Most			Neighborhood Wealthier than Most	
Confidence	Total %	Yes %	No %	Total %	Yes %	No %
A great deal	21	24	17	8	10	6
Quite a lot	24	25	23	18	18	18
Some	36	34	39	44	45	44
Very little	17	16	19	25	25	25
Don't know	2	1	2	5	2	7
Total	100	100	100	100	100	100
Interviews	(750)	(441)	(292)	(790)	(470)	(298)

Businessmen and Women as Role Models

The Question: And what living person do you most admire in the field of business?

I'm interested in knowing which living people you most admire in various fields. First, whom do you admire most in politics or government?

And what living person do you most admire in professional sports or athletics?

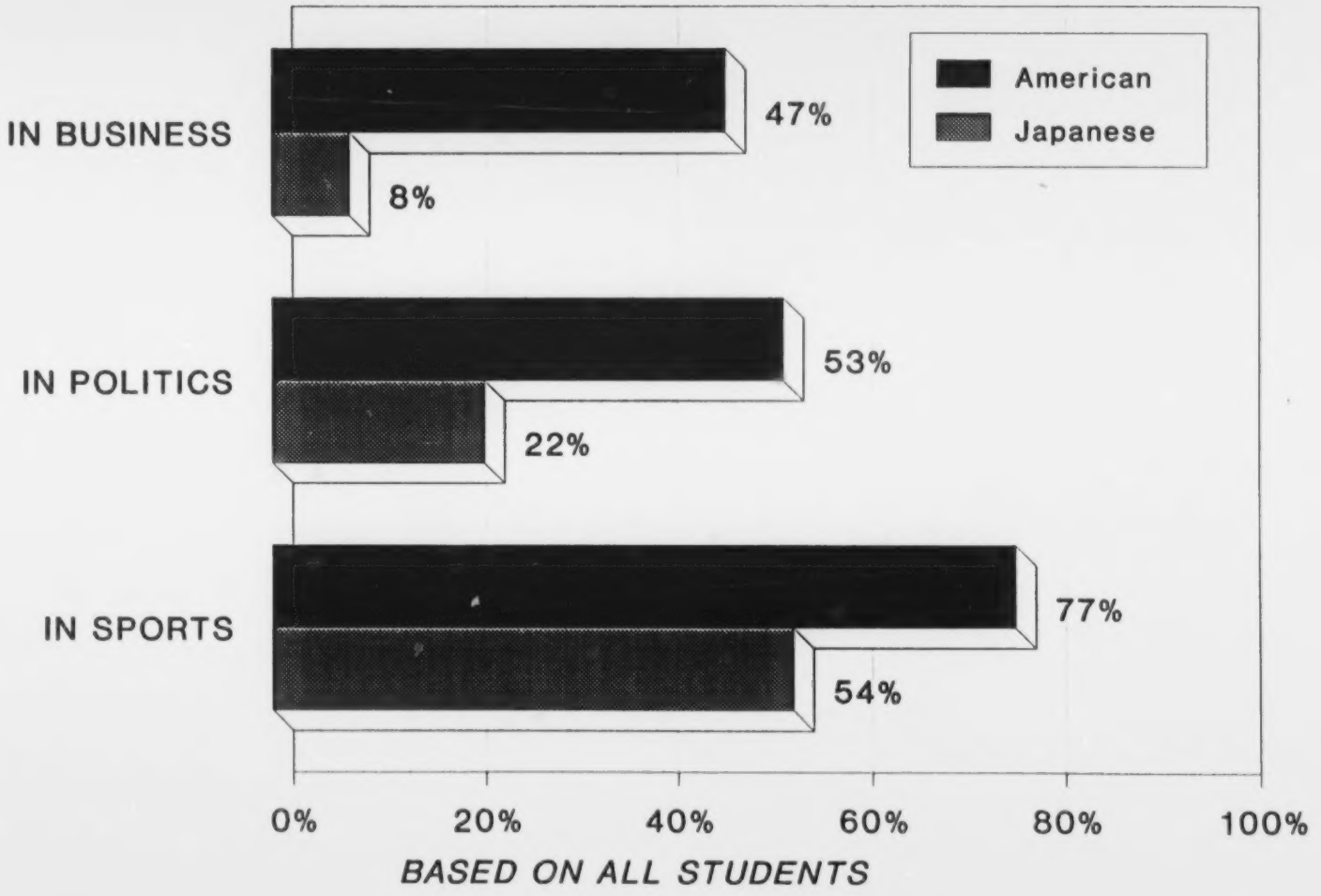
What do you admire most about...? (MOST ADMIRED BUSINESS PERSON)

How important are each of the following types of people to you as role models for your own life and future. First, what about... (See graph for list)

Among American teenagers, business role models are not as common as role models in sports or politics. Slightly less than one-half (47%) of American teenagers can name a role model in business, while over one-half (53%) have a role model in politics or government, and over three-fourths (77%) have an athlete as a role model.

Role models in business are even less common in Japan where only about one in twelve students (8%) has a role model in the business community. Sports figures are most popular in Japan, with a majority of teens naming an athlete they admire (54%).

STUDENTS WITH ROLE MODELS



BASED ON ALL STUDENTS

In the U.S., Donald Trump receives widespread recognition among teens and is named as a role model in business by almost one out of four students (23%). However, interviewing was conducted early in 1990, prior to extensive publicity concerning an extra-marital affair and his more recently disclosed financial difficulties. Fathers (7%), mothers (3%), and Lee Iacocca (3%), also receive recognition as business role models among American teens. In Japan, no more than 1% of the student body recognizes any single person as a notable role model.

MOST ADMIRED PEOPLE (Open-ended question)

IN BUSINESS

U.S.A

Donald Trump		23%
My dad		7
Lee Iacocca		3
My mom		3

JAPAN

Kohnosuke Matsushita	(Founder of Matsushita Electronics)	1%
My father		1
Akio Morita	(Chairman of Sony)	1
Soichiro Honda	(Chairman of Honda Motors)	1

IN POLITICS OR GOVERNMENT

U.S.A.

George Bush		28%
Reverend Jesse Jackson		5
Ronald Reagan		5
Dan Quayle		1

JAPAN

Takako Doi	(Head of the Japanese Socialist Party)	8%
Toshiki Kaifu	(Current Prime Minister)	4
Mikhail Gorbachev	(USSR)	2
Yasuhiro Nakasone	(Past Prime Minister)	1

IN PROFESSIONAL SPORTS OR ATHLETICS

U.S.A

Michael Jordan		22%
Joe Montana		7
Bo Jackson		7
Mike Tyson		3
Kiyoshi Nakahata	(Baseball, Yomiuri Giants - retired)	5%
Chiyo No Fuji	(Sumo wrestler)	4
Tatsunori Hara	(Baseball, Yomiuri Giants)	2
Seiko Hashimoto	(Amateur speed skater)	2

The reasons students give for admiring business people illustrate a key difference between American and Japanese societies - personal wealth is more important to Americans students. Students in the U.S.A., who have a role model in the business community are significantly more likely than their Japanese counterparts to admire business people for their wealth (30% vs 3%). Japanese businessmen and women are most likely to be admired for their accomplishments (40%).

REASONS FOR ADMIRING BUSINESSMEN AND WOMEN

	U.S.A.	JAPAN
	%	%
Their accomplishments	31	40
Their wealth	30	3
Their contributions to society	4	11
The respect they receive	4	6
Their fame	2	-
Their independence	2	-
Other	37	31
Don't know	3	18
Total	103[2]	109
Number of interviews	(357)	(65)

Among several types of role models, businessmen and women are rated relatively low in importance both in the U.S. and in Japan. The most important role models in the U.S. are parents and friends, considered very important by 91% and 69% of students respectively. Businessmen and women (27%), along with successful athletes (25%) are only rated "very important" by one-quarter of American students. Politicians are least important among the American role models tested (18%).

In Japan, all role models tested were less likely to be rated very important with the exception of friends, who are considered just as important as they are in American society. The Japanese most often rate friends and parents very important (73% and 70% respectively). Businessmen and women are very important to just one out of ten (10%) students. Only religious leaders are less likely to be rated very important (4%) than business leaders.

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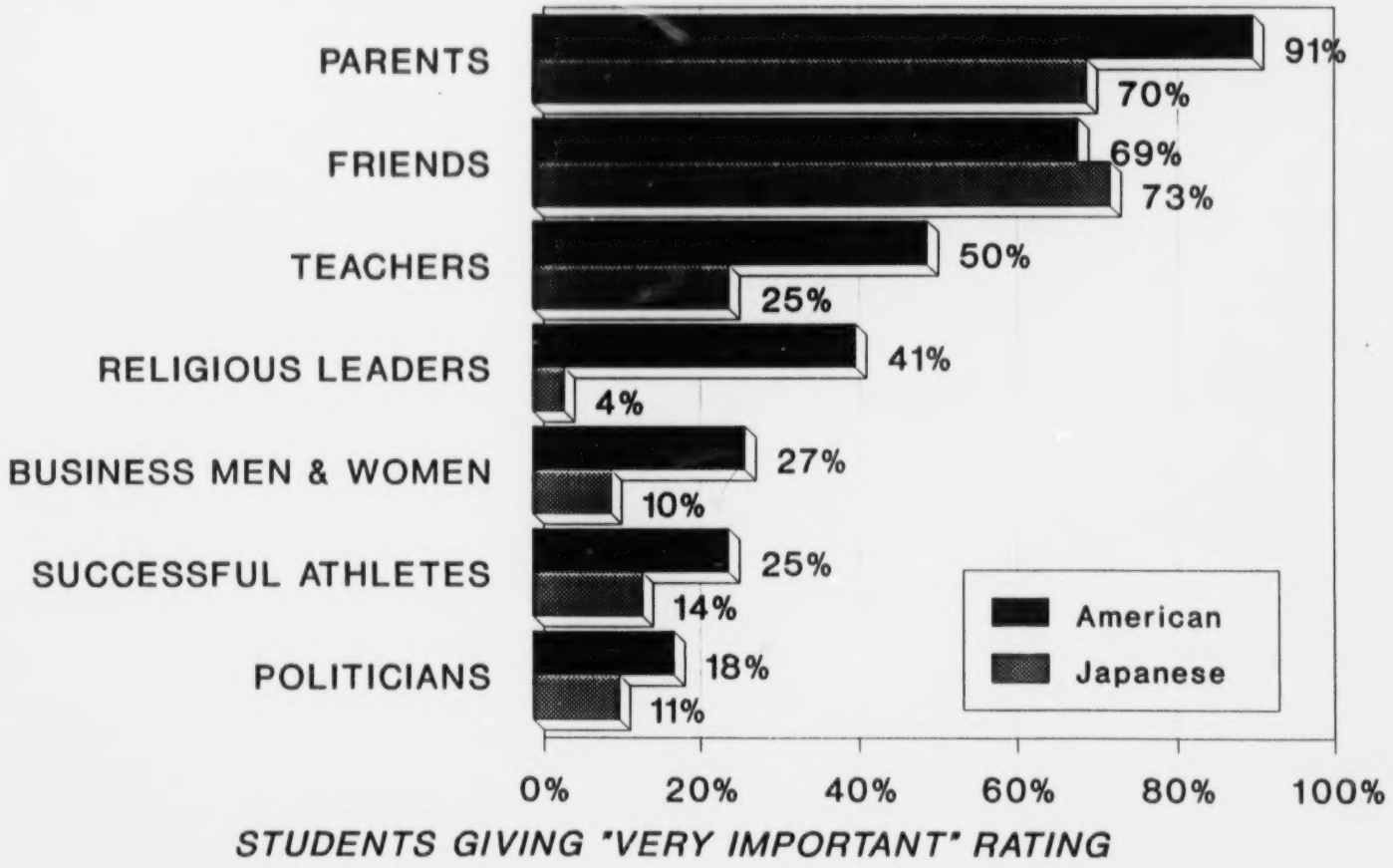
[2] Totals exceed 100% due to multiple responses

VERY IMPORTANT ROLE MODELS AMONG AMERICAN AND JAPANESE YOUTH



Businessmen and women are rated as more important role models by American students from wealthy neighborhoods, and by those planning to attend college. Three out of ten (30%) college-bound students consider business leaders very important in shaping their futures, compared to 17% of other students. Similarly, three out of ten (30%) teenagers who say they live in wealthy neighborhoods find business personalities very important, compared to 23% among their less affluent counterparts. In Japan, however, only about 11% feel business people play a very important role in their lives - regardless of their college plans or type of neighborhood.

IMPORTANCE OF BUSINESSMEN AND WOMEN AS ROLE MODELS

	U.S.A					JAPAN				
		Hopes to Attend College		Neighborhood Wealthier than than Most			Hopes to Attend College		Neighborhood Wealthier than than Most	
Importance	Total %	Yes %	No %	Yes %	No %	Total %	Yes %	No %	Yes %	No %
Very important	28	30	17	30	23	11	10	11	11	10
Somewhat important	50	48	58	49	53	32	34	32	33	34
Not too important	16	17	13	16	16	34	35	35	35	33
Not at all important	4	4	9	3	6	17	17	16	16	18
Don't know	2	1	3	2	2	6	4	6	5	5
Total	100	100	100	100	100	100	100	100	100	100
Number of Interviews	(750)	(592)	(131)	(441)	(292)	(790)	(419)	(319)	(470)	(298)

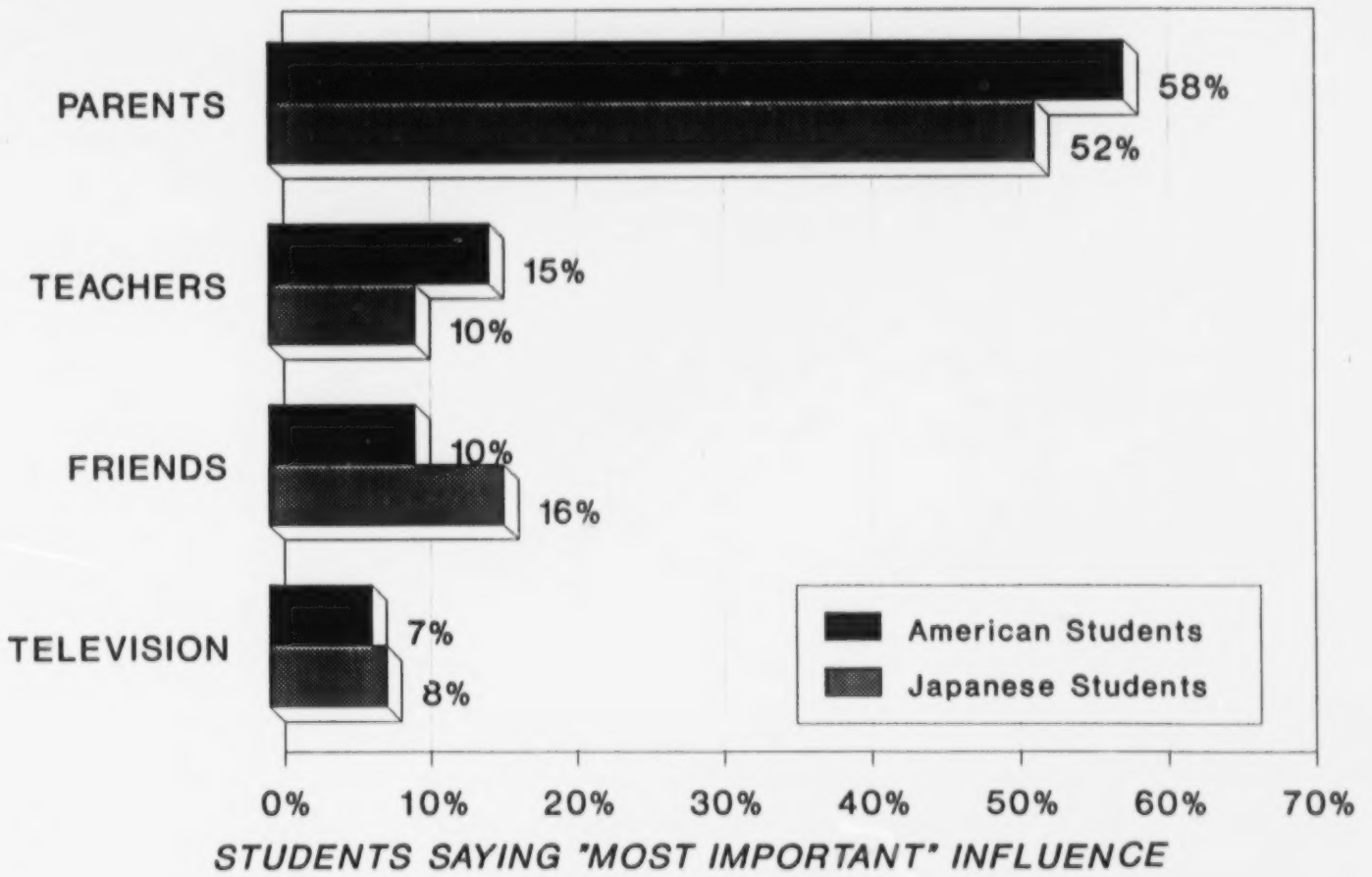
Parents' Influence in Forming Impressions of the Business World

The Questions: Which of the following is the most important in forming your impressions of what a business career might be like. Is it... (See graph for list)

Now I'm going to name some things parents sometimes help give advice to their children about. As I read each item, please tell me whether you think your own parent(s) generally give you good advice or bad advice on this subject. (See graph for list)

Parents are rated the singular most important influence in forming students' impressions as to what a business career might be like. Over one-half of all students in America (58%) and Japan (52%) say their parents' views are the most important influence. Teachers, friends, and shows seen on television are relatively smaller influences in both societies.

MOST IMPORTANT INFLUENCES IN IMPRESSIONS OF WHAT A BUSINESS CAREER IS LIKE



Students most likely to mention their parents as the most important influence in impressions of what a business career might be like include those with educated parents, those living in wealthy neighborhoods, and students in grades 7 to 11. Well over one-half of all students in grades 7 through 12 in the U.S.A. (59%) and in Japan (54%) rate their parents a very important influence. Similarly, students living in wealthy or average neighborhoods, both in the U.S.A. and Japan, are more likely than their less affluent counterparts to say their parents have the greatest influence in forming these types of impressions. More than three out of five (61%) American students with at least one parent that attended college say their parents are the most important influence. In Japan, however, college-educated parents are not any more likely than less well educated parents to be rated the most important influence in forming impressions of business careers.

PARENT'S IMPORTANCE AS AN INFLUENCE IN FORMING BUSINESS CAREER IMPRESSIONS

	U.S.A							JAPAN						
		Grade		Neighborhood Wealthy or Average		At least One Parent Went to College			Grade		Neighborhood Wealthy or Average		At least One Parent Went to College	
Most Important Influence	Total	7-11	12th	Yes	No	Yes	No	Total	7-11	12th	Yes	No	Yes	No
Parents	58	59	50	60	50	61	52	52	54	40	53	35	53	50
Other	41	40	49	39	49	37	48	44	42	56	44	59	43	48
Don't know	1	1	1	1	1	2	-	4	4	4	3	6	4	2
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Interviews	(750)	(626)	(124)	(598)	(135)	(355)	(203)	(790)	(679)	(111)	(647)	(121)	(225)	(484)

American students are more likely than those living in Japan to say their parents give good advice concerning education, careers, and the business world, while Japanese students are more likely than Americans to say their parents offer no advice at all, or offer neither good or bad advice. A majority of American students say their parents give good advice in the following areas: further education (91%), course work and home work (87%), career plans and job choices (84%) and what the business world is like (67%).

In Japan, smaller majorities of students say their parents do a good job telling them what the business world is like (61%), and offering advice for career plans or job choices (60%), while less than half say their parents offer good advice regarding further education (44%), and coursework and homework (37%).

American parents' advice concerning the business world is met with widespread approval. American students are more likely than their Japanese counterparts to say their parents give good advice concerning the business world (67% vs 61%). However, almost one in four (21%) American students say their parents give bad advice in this area, compared to 2% among Japanese students.

QUALITY OF ADVICE OFFERED BY PARENTS

Areas where Advice is Given		Good advice %	Bad advice %	NEITHER GOOD NOR BAD (VOL.) %	NO ADVICE (VOL.) %	NO ANSWER %	Total %
Career plans or job choice	U.S.A:	84	10	3	3	-	100
	JAPAN:	60	2	16	20	2	100
Course work and homework	U.S.A:	87	9	2	2	-	100
	JAPAN:	37	3	22	37	1	100
Future education or job training	U.S.A:	91	6	1	2	-	100
	JAPAN:	44	4	19	31	2	100
What the business world is like	U.S.A:	67	21	6	4	2	100
	JAPAN:	61	2	13	21	3	100

Number of interviews, U.S.A = 750
Number of interviews, JAPAN = 790

ECONOMIC VALUES

OVERVIEW

If an American teenager earned $1,000 dollars, or won it in a contest, he or she would be inclined to save over one-half of the money, regardless of its source. The money that would be spent would probably go toward clothing or automobile expenses. However, purchasing decisions vary depending on the teenager's sex. Females are twice as likely to spend earned or windfall money on clothing, while males are almost twice as likely as females to spend the money on a car, car insurance, or car repairs.

Similarly, in Japan, most students say they would save over one-half of ¥150,000 yen if it was earned or won, although Japanese students are more likely than Americans to say they would save <u>all</u> money won in a contest (19% vs 12%). Money won by Japanese students is also most likely spent on clothing, with females <u>four</u> times as likely as males to use "windfall" money to buy clothes.

Although "windfall" money is most likely spent on clothing or personal items, a significant proportion (21%) of working American teenagers save their earned money for college. This is not the case in Japan where only 3% of employed students are saving their money for college. This is primarily because only one in sixteen (6%) Japanese college bound students has a job, while American students who hope to go to college are just as likely as others to work.

Saving Money

The Questions: Switching subjects, I'm interested in some of your attitudes toward money. Let's suppose that you were to win $1,000 (JAPAN: ¥150,000) in a contest, how much of that amount would you probably spend, and how much would you probably save?

Now let's suppose you earned $1,000 (JAPAN: ¥150,000) yourself. How much of that amount would you probably spend, and how much would you probably save?

American and Japanese students are equally likely to save the money that they earn. When American teenagers are asked how much money they would save out of $1,000 earned dollars, most say they would save over half (45%), or all (13%) of the money. Similarly, in Japan, most students say they would save over half (52%), or all (12%) of ¥150,000 earned yen.

PERCENTAGE OF EARNED MONEY WOULD SAVE

Percentage	U.S. Students %	Japanese Students %
Would save none	4	5
Would save less than half (1% to 49%)	6	19
Would save half	22	10
Would save more than half (51% to 99%)	54	52
Would save all	13	12
Don't Know	1	2
TOTAL	100	100
Number of interviews	(750)	(790)

American students, in general, do not distinguish between earned and "windfall" money, and most students would save over half of the money, regardless of the source. If American students won $1,000 dollars, most would still save over half (51%), or all (12%) of the money.

In Japan, most students would also save over half (52%) or all (19%) of ¥150,000 earned in a contest. Japanese students are more likely to save windfall money than money they have earned themselves. Furthermore, Japanese students are more likely than Americans to say they would save all of the "windfall" money earned (19% vs 12%).

PERCENTAGE OF WINDFALL MONEY WOULD SAVE

Percentage	U.S. Students %	Japanese Students %
Would save none	4	5
Would save less than half (1% to 49%)	4	9
Would save half	29	13
Would save more than half (51% to 99%)	51	52
Would save all	12	19
Don't Know	0	2
TOTAL	100	100
Number of interviews	(750)	(790)

Spending Money

The Questions: What single thing would you be most likely to spend that money on? (Money won in contest)

What is the main thing you do with the money you earn from your job? Do you... (See table for list)

Money won in a contest is most likely to be used by American and Japanese teens for personal items such as clothing, cars, stereos, or TVs.

Among American students who would spend any money won in a contest, two out of five (39%) say it is most likely they would spend their money on clothing. Cars are the second biggest expense for American teens, with 15% saying they would spend their "windfall" money on a car, car repairs, or car insurance. Girls are twice as likely as boys to say clothing would be bought with the money (53% vs 26%), while boys are almost twice as likely as girls to say they would spend their money on a car (19% vs 10%).

ITEM STUDENT IS MOST LIKELY TO SPEND WINDFALL MONEY ON
(Based on students who would spend any money won in contest)

	U.S.A	Sex	
Item	Total %	Boys %	Girls %
Clothing	39	26	53
Car/car repairs/ car insurance	15	19	10
Stereo/CD/TV/electronics	4	7	1
Personal items	4	3	4
Music/musical instruments	3	4	2
On my family	3	3	3
Sports/sporting equipment	3	4	1
Fun/entertainment	2	4	1
Paying bills	2	2	2
Hobbies	2	3	*
College expenses	2	1	2
House	2	1	2
Other **	11	13	11
Don't know	8	10	8
TOTAL	100	100	100
Number of interviews	(656)	(339)	(317)

* NOTE: Less than one half of one percent
** NOTE: Only items mentioned by 2% or more are listed individually.

Money won by Japanese students is also most likely to be spent on clothing (26%). In Japan, girls are four times as likely as boys to say they would spend money earned in a contest on clothing (42% vs 10%). Additional areas where Japanese students would spend "windfall" money include: on

hobbies or favorite things (7%), on audio and visual appliances (6%), and on books or magazines (6%).

Interestingly, one out of four (25%) Japanese students do not know how they would spend money won in a contest. In the United States, however, only 8% can not immediately think of something they would like to buy.

ITEM STUDENT IS MOST LIKELY TO SPEND WINDFALL MONEY ON
(Based on students who would spend any money won in contest)

	JAPAN		
		Sex	
Item	Total %	Boys %	Girls %
Clothes/dresses	26	10	42
Hobbies or favorite things	7	8	5
Audio and visual appliances	6	8	4
Books or magazines	6	7	5
Entertainment	5	8	2
Travel	4	3	5
Bike or scooter	2	2	3
Music cassettes or CD's	2	4	1
Musical instruments	2	3	1
Tuition for schooling	2	2	2
Necessary things	2	2	1
Other	11	14	8
Don't know	25	29	21
Total	100	100	100
Number of interviews	(641)	(318)	(323)

** NOTE: Only items mentioned by 2% or more are listed individually.

Although "windfall" money is mostly likely spent on immediate gratification, a significant proportion of working American teenagers (21%) are saving their money for college. Additional ways Americans students spend their earned money is on clothing and personal items (20%), on entertainment and dating (15%), and on a car or a motorcycle (14%).

As is the case with windfall money, young women are more likely than young men to spend their earned money on clothing, or personal items, and young men are more likely to spend their money on a car or motorcycle.Furthermore nearly one in four (21%) who hope to attend college are saving their money for this purpose, while college-bound students are less likely than others to be working in order to pay for a car or motorcycle (11% vs 25%).

Japanese students who are currently working are also most likely to spend their money on clothing or personal items (41%) although very few say it is primarily saved for college (31%). The number of employed Japanese students is too small to compare differences based on sex or college plans. However, college-bound students are less likely to have a job during high school, in Japan, which may explain why so few workers are saving for college.

WAYS OF SPENDING EARNED MONEY
(based on students who have a paid job)

	U.S.A.					JAPAN
		Sex		Hopes to attend college		
Ways of spending	Total %	Male %	Female %	Yes %	No %	Total %
College	21	23	19	24	8	3
Clothing or personal items	20	14	26	20	19	41
Entertainment/ Dating	15	16	13	14	15	18
Car/Motorcycle	14	21	7	11	25	8
Support family	2	2	3	2	3	2
Other	26	23	31	27	30	23
None	1	1	-	1	-	1
Don't know	1	-	1	1	-	4
Total	100	100	100	100	100	100
Interviews	(281)	(141)	(140)	(213)	(56)	(93)

ACADEMIC TRAINING

OVERVIEW

Contrary to common stereotypes, American students are more likely than their Japanese counterparts to receive high school training in computer science, business, and economics. Furthermore, with the exception of foreign languages, American students are more likely than the Japanese to express interest in a wide variety of subject areas, to say their school offers good training in the areas, and to say the subjects are essential to their future success.

Perhaps as a result of Japanese schools' lack of courses in business and economics, American students are twice as likely as those living in Japan to express interest in business and economics classes, and are twice as likely to say business and economics courses are essential to success after high school. Over four-fifths of American students plan to complete a business and economics course before leaving high school, compared to half as many Japanese students. In additional to business and economics classes, over one in eight (13%) American students have received some exposure to the business community by participating in the Junior Achievement Program.

American students are also more likely than their Japanese counterparts to complete high technology courses in areas such as computer science, and advanced math and science. Japanese students consistently rate their interest, and the importance of math and science to their future, lower than do American students.

Japanese students, however, take a special interest in foreign languages. Foreign languages are found very interesting, and essential to future success by the largest majority of Japanese students. Conversely, among all subject areas tested, Americans consistently rate foreign languages least interesting, and least essential.

School Subjects Taken

The Questions: Now I'm going to name some subjects in junior and senior high school. As I do, please tell me whether you have taken that subject already, have not taken that subject but plan to, or don't plan to take that subject at all. First, what about ... (See graph for list)

(U.S. ONLY) Have you ever participated in the Junior Achievement program?

Dispelling common myths, Japanese students are less likely than American students to receive high school training in computer science. Two out of five (41%) of American students in grades ten through twelve have taken a computer science course, compared to only 12% of their same-age group in Japan. Previous research also shows that the level of technology taught in Japanese high schools is comparatively low. Merry White, a Japanese education specialist writes:

> "Working with computers does not play much of a role in the Japanese school. Only 0.58 percent of Japanese elementary schools use computers, compared with 22 percent of American schools; even more striking, the rate is only 3.09 percent in Japanese junior high schools. At high school levels, the rate is 56.4 percent in Japan and 74 percent in the United States. The calculator is used in Japan but hasn't replaced mental calculations, or, for some, the abacus. In short, there seems to be no national program to develop skills in high technology among children."

Similarly, students in the U.S. are three times as likely as those living in Japan to have completed a business or economics course (54% vs. 18%). However, similar proportions of Japanese and American students have taken or plan to take calculus and a foreign language.

COURSE COMPLETION

Courses Tested		Have taken: Yes %	No but plan to %	No and don't plan to %	No & Don't Know if plan to (VOL) %	No Answer %	Total %
Calculus	U.S.A:	8	41	42	9	-	100
	JAPAN:	27	18	44	9	2	100
A foreign language	U.S.A:	72	13	12	3	-	100
	JAPAN:	70	19	9	1	1	100
Business or economics	U.S.A:	54	29	13	4	-	100
	JAPAN:	18	20	52	8	2	100
Computer science	U.S.A:	41	23	26	10	-	100
	JAPAN:	12	31	47	8	2	100

Interviews (U.S.A) = 376
Interviews (JAPAN) = 382

Business and economics are popular subjects in American high schools, with over one-half (54%) of students in grades 10-12 saying they have already taken business or economics courses. Furthermore, an additional 29% of the students have not taken this type of course work but plan to. Only about one in ten (13%) do not plan to include business or economics in their high school curriculum.

Business and economics courses are most popular in the western and southern regions of the U.S. Virtually all western high school students have taken, or plan to take a class of this type (96%). Similarly, nine out of ten (90%) students in the South will complete a course in business or economics. Significantly smaller majorities of students living in the Mid-west (80%), and in the East (72%), have already taken, or plan to enroll in business or economics classes.

However, in Japanese high schools, less than two in five students have taken (18%), or plan to take (20%) business or economics courses. Over three-fifths (62%) of the student body says they will not take these classes.

INCIDENCE OF TAKING BUSINESS OR ECONOMICS COURSES
(Based on students in grades 10-12)

	U.S.A					Japan
		Region				
Have taken or plan to	Total	East	Mid-West	South	West	Total
Yes	83	72	80	90	96	38
No	17	28	20	10	4	62
Total	100	100	100	100	100	100
Number of interviews	(376)	(95)	(95)	(133)	(53)	(382)

One form of exposure American students receive in business and economics is the Junior Achievement Program. Junior Achievement is implemented in classrooms nationwide to bring the worlds of business and education closer together, to give students hands-on learning experience, and to introduce business role models. One in eight (12%) American students have participated in Junior Achievement.

The implementation of Junior Achievement has been strongest in public schools, and with college-bound students. Over one in eight (13%) public school students have participated in the program compared to 6% among private school students. Furthermore, students who plan to go to college are twice as likely as others to have participated in the program (13% vs 5%). Interestingly, nearly one in every five (19%) seventh graders has participated in Junior Achievement. This proportion is significantly higher than among

older students, which may suggest a recent accelerated attempt to introduce younger students to the economic community.

PARTICIPATION IN THE JUNIOR ACHIEVEMENT PROGRAM

U.S.A

		School		Hopes to Attend College		Grade	
Participation	Total %	Public %	Private %	Yes %	No %	7th %	8-12th %
Yes	12	13	6	13	5	19	11
No	84	83	91	83	92	76	85
Don't know	4	4	3	4	3	5	4
Total	100	100	100	100	100	100	100
Interviews	(750)	(676)	(74)	(592)	(131)	(113)	(637)

Evaluation of Training Received in High School

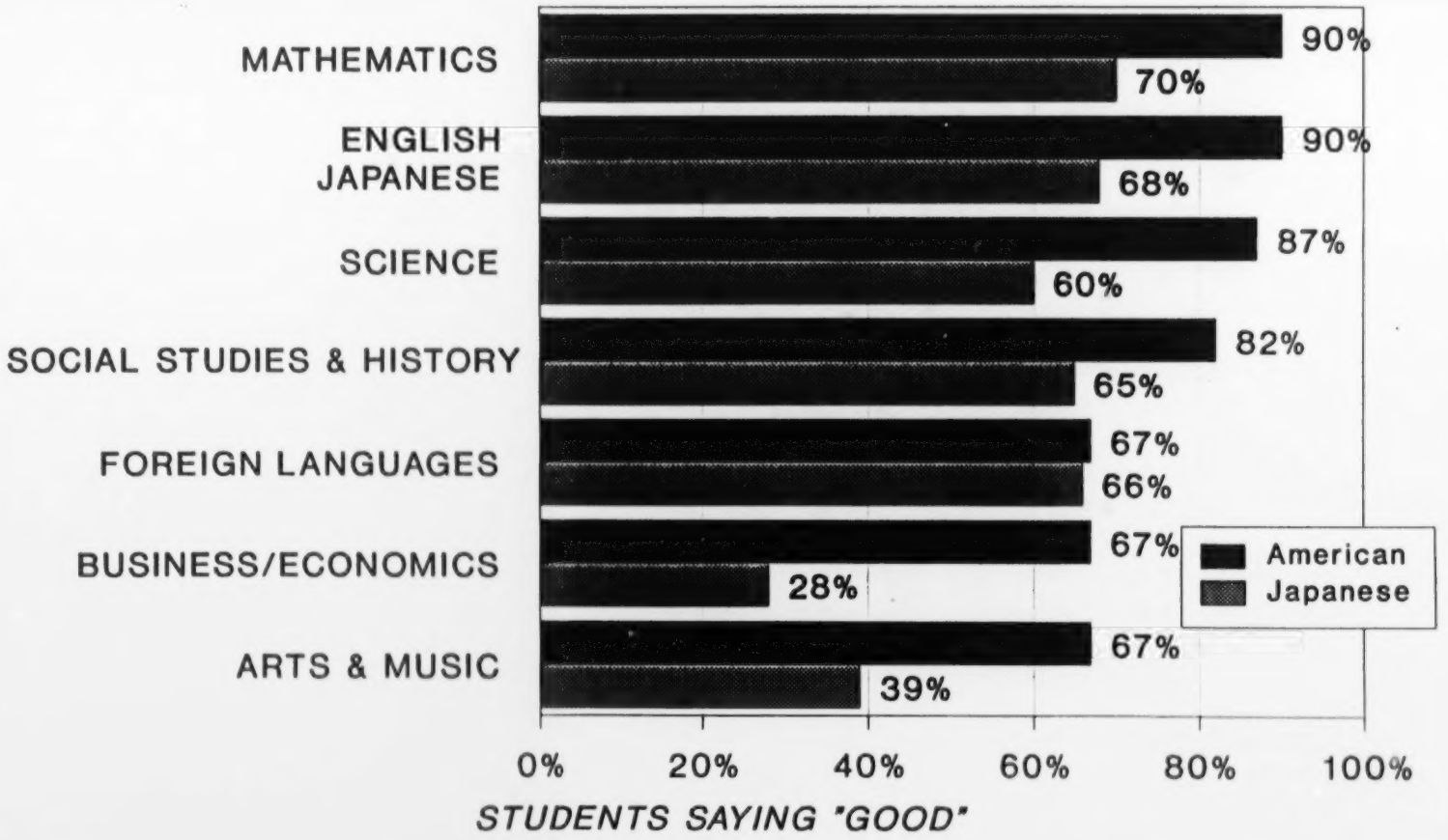
The Question: For these same subjects, please tell me whether you think your schools will provide you with good training in this area or poor training in this area by the time you leave high school. First what about...(See graph for list)

American students, in general, are more complimentary than Japanese students of the training offered by their school. More than two-thirds of American students say they will receive good training in each of the academic subject areas tested, while in Japan, math and Japanese are the only subjects where over two-thirds of the students say they will get good training before leaving high school.

American students are most likely to say they receive good training in the following subject areas: mathematics (90%), english (90%), and science (87%). Smaller proportions, although still a strong majority, say the training they receive in social studies and history before leaving high school will be good (82%). Slightly over two-thirds (67%) of all American students say the training received in foreign languages, business and economics, and arts and music is good.

Business and economics, and arts and music are the specific areas Japanese students feel their education is lacking. Less than two-fifths (39%) say they will get good training in arts and music before leaving high school, and only 28% say they will get good training in business and economics. With regard to business and economics, most Japanese students say they receive poor training (38%), don't know what kind of training they receive (19%) or volunteer that they receive no training at all (11%).

EVALUATION OF TRAINING GIVEN BY HIGH SCHOOLS



In the country as a whole, two-thirds of American students say the high school training they receive in business and economics courses will be good. Interestingly, teenagers who live in the western states, where students are most likely to complete a business or economics course, are less likely than students in the balance of the nation to say they will receive good training in this subject area (56% vs 69%). Evaluation of school training in business and economics classes does not vary between students attending public and private schools.

In Japan, however, a plurality of students say they will receive poor training in business and economics (38%). Only one-quarter (28%) say they will receive good training in this subject.

EVALUATION OF SCHOOL TRAINING IN BUSINESS AND ECONOMICS COURSES

	U.S.A.			JAPAN
		Region		
Training	Total %	West %	Balance of country %	Total %
Good	67	56	69	28
Poor	23	32	21	38
Average	4	5	4	4
None	2	2	2	11
Don't Know	4	5	4	19
Total	100	100	100	100
Interviews	(750)	(123)	(425)	(790)

Interest in School Subjects

The question: How interested are you in each of the following subjects: very interested, somewhat interested, not too interested, or not at all interested? First, what about...(See graph for list)

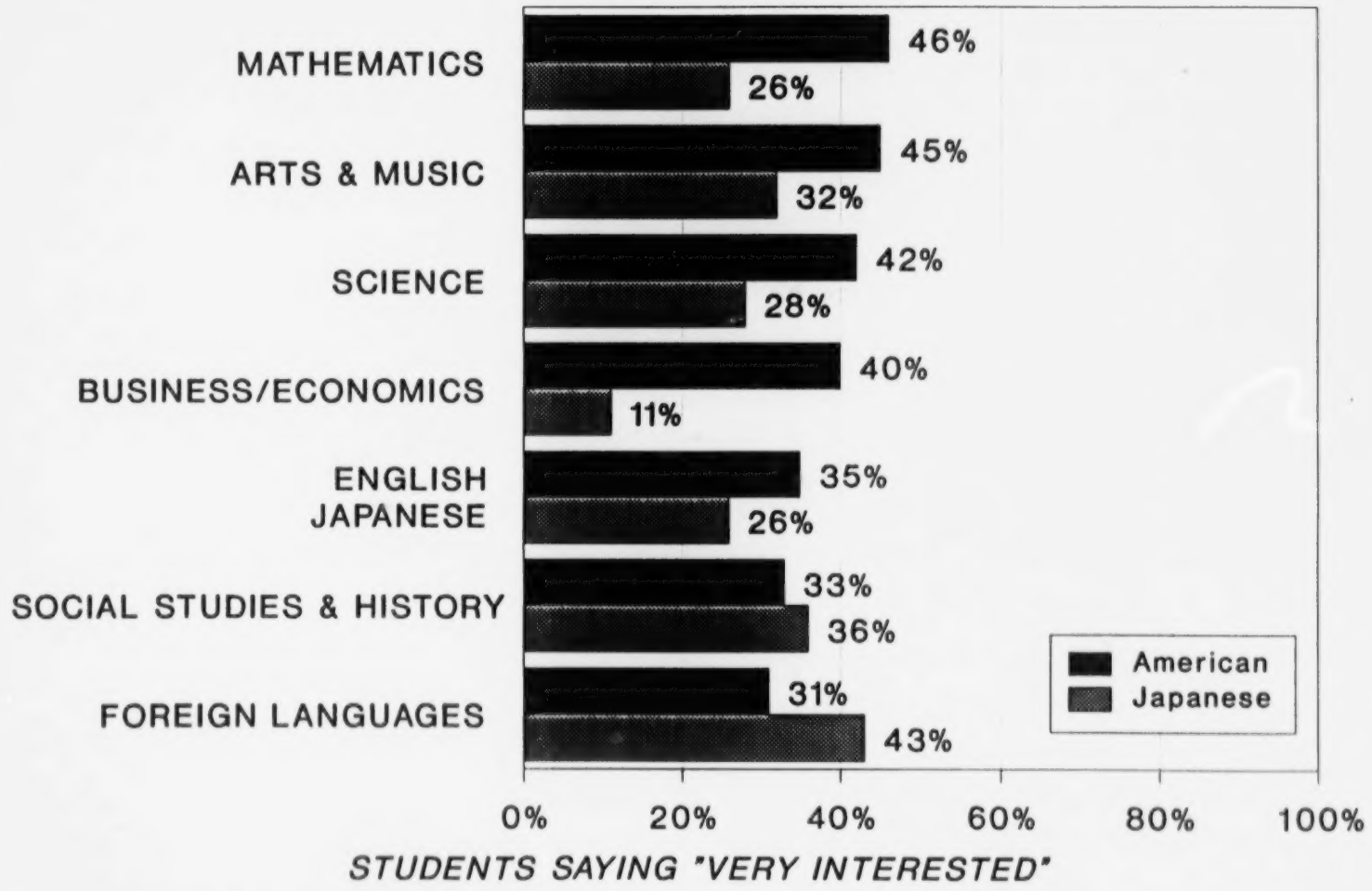
In general, American students are more likely than their Japanese counterparts to say they are interested in school subjects such as mathematics, arts and music, science, business and economics, and classes in their native language (english and japanese respectively). However, Japanese students are more likely than Americans to say they are very interested in foreign languages, and just as likely to be very interested in social studies and history.

Math classes are most often rated favorably by American students with over four out of five saying they are very (46%) or somewhat (38%) interested in mathematics. Similarly, all other subject areas are found very or somewhat interesting by at least seven-tenths of the American student population. Foreign languages are found interesting by the smallest majority, with seven out of ten students saying they are very (31%) or somewhat (40%) interested in foreign languages.

Conversely, foreign languages are found very interesting by the largest majority of Japanese students. Over three-fourths of the students say they are very (43%), or somewhat (33%) interested in foreign languages. Comparatively smaller proportions of Japanese students describe other subjects as interesting. Mathematics classes are very (26%) or somewhat (32%) interesting to three-fifths of Japanese students. Furthermore, less than one-third of the students say they are very (11%) or somewhat (20%) interested in business and economics.

The low level of interest in business and economics courses among Japanese students is probably due to the absence of these subjects from their curriculum. Although the students are able to rate their level of interest in all other areas, one out of four (26%) do not know how interested they are in business and economics.

LEVEL OF INTEREST IN SCHOOL SUBJECTS



America's seniors, southern students, blacks, and hispanics are most interested in business and economics courses. One-half (50%) of all seniors, and one-half (50%) of students living in southern states say they are very interested in business and economics courses. Over one-half of black (51%) and hispanic (52%) students say they are very interested in business and economics classes compared to 38% among white students.

In Japan, where students tend to be neutral towards business and economics classes, twelfth graders are more likely to have strong opinions toward the subject. Not only are seniors more likely than younger students to say they are very interested in the subject (19% vs 9%), they also are more likely to say they are not at all interested in business and economics classes (27% vs 16%).

LEVELS OF INTEREST IN BUSINESS AND ECONOMICS CLASSES

	U.S.A								JAPAN		
		Grade		Race			Region			Grade	
Level of Interest	Total %	7-11 %	12th %	White %	Black %	His-panic %	South %	Balance of the Country %	Total %	7-11 %	12th %
Very interested	40	38	50	38	51	52	50	35	11	9	19
Somewhat interested	37	39	31	39	32	33	33	40	20	21	16
Not too interested	13	13	12	13	11	11	11	14	25	25	26
Not at all interested	9	9	7	10	1	4	6	10	18	16	27
Don't know	1	1	-	-	5	-	-	1	26	29	12
Total	100	100	100	100	100	100	100	100	100	100	100
Interviews	(750)	(626)	(124)	(623)	(79)	(57)	(257)	(491)	(790)	(679)	(111)

Perceived Importance of School Subjects

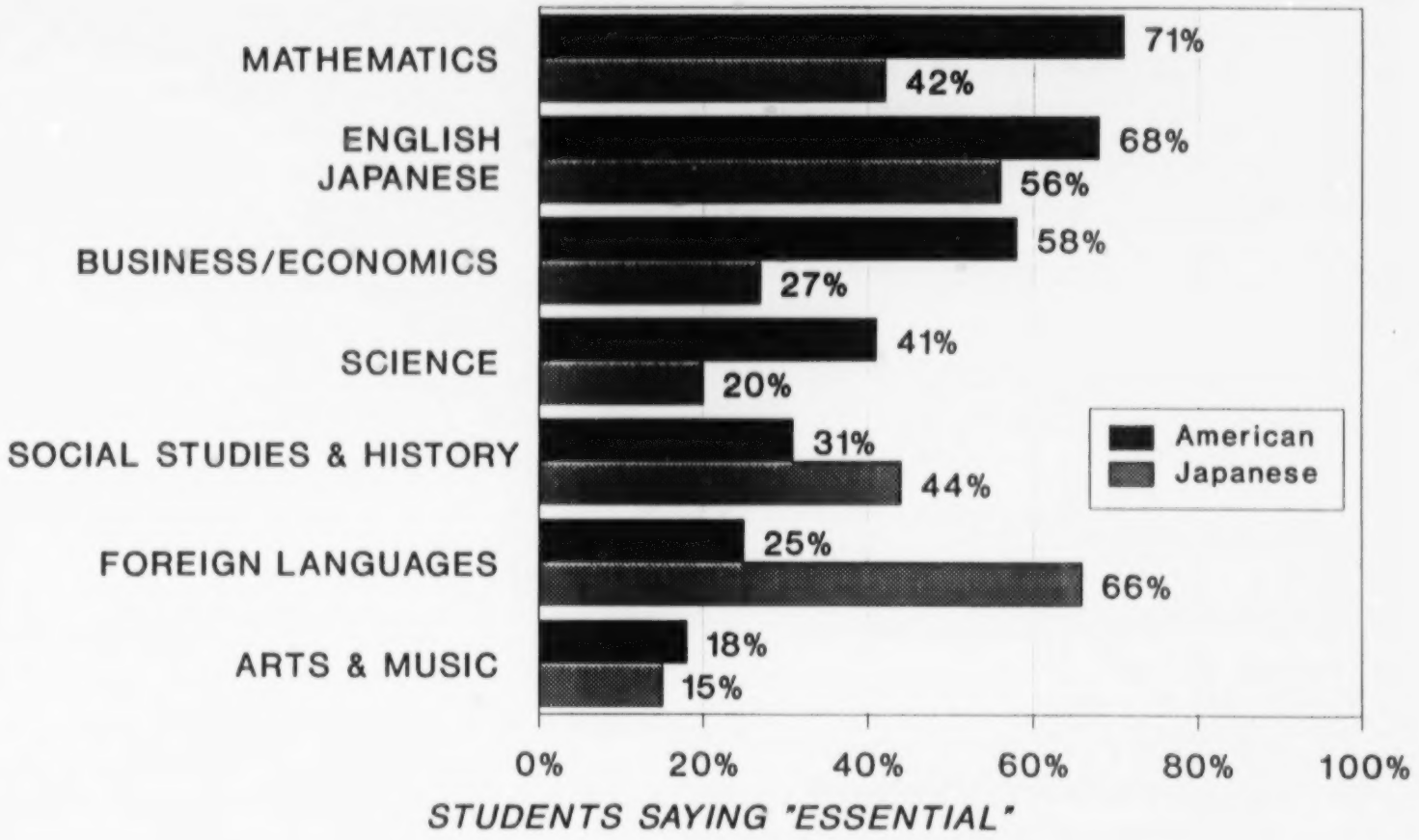
The Question: Now I want to know how important you think these subjects are to your ability to succeeding in life after high school. For each subject, please tell me whether you think it is essential to success after high school, important but not essential, not too important, or not at all important. First, what about (See graph for list)

Not only are American students more likely than Japanese students to be interested in academic areas, they also, with the exception of foreign languages, are more likely to say the courses are essential to their success after high school. In fact, Americans are twice as likely as Japanese students to say business and economics, science, and mathematics are essential to their future success.

Math and english are the subjects Americans find most important to their success after high school. Over two-thirds say math (71%) and english (68%) classes are essential. Business and economics courses also are said to be essential by a majority of students (58%). Classes least often rated essential include: art and music (18%), foreign languages (25%), and social studies (31%).

Japanese students say foreign languages are the most important subject among all subjects tested. Two-thirds (66%) of Japanese students say foreign languages are essential to their future success. Half as many American students say foreign languages are essential. The only other course that over one-half of Japanese students consider essential to their future success is Japanese (56%).

IMPORTANCE OF SCHOOL SUBJECTS TO SUCCESS IN LIFE



The importance students place on business and economics courses varies according to their long-term plans, with American college-bound students more likely to say the courses are essential, and Japanese students college-bound students less likely to place this level of importance on business and economics classes. Over three-fifths (61%) of American college-bound students say business and economics are essential compared to 52% among American students who do not plan on attending college. The reverse is found in Japan where college-bound students are less likely than their counterparts to say business or economics courses are essential to their future (21% vs 35%).

IMPORTANCE OF BUSINESS AND ECONOMICS CLASSES TO SUCCESS IN LIFE

	U.S.A			JAPAN		
		Hopes to Attend College			Hopes to Attend College	
Importance	Total %	Yes %	No %	Total %	Yes %	No %
Essential	58	61	52	27	21	35
Important, but not essential	30	29	31	19	19	19
Not too important	9	8	13	22	27	17
Not at all all important	3	2	4	9	9	10
Don't know	-	-	-	23	24	19
Total	100	100	100	100	100	100
Interviews	(750)	(592)	(131)	(790)	(419)	(319)

STUDENTS' EDUCATIONAL AND CAREER GOALS

OVERVIEW

American and Japanese students vary considerably in their educational and career expectations. For the most part, American students, at all grade levels, expect to become college-educated white collar professionals. On the other hand, educational and career expectations of Japanese students are somewhat lower and perhaps more realistic than those of American students. A greater proportion of Japanese students than those living in the U.S. plan to go directly to the work force after high school, and career aspirations are evenly distributed between types of professions.

Despite the ever-rising cost of a college education, almost all American junior and senior high school students say they plan to attend college, and a majority feel they will be able to afford to attend their first choice school. Most aspire to white-collar, professional careers, and most consider it very likely they will actually get to do the kind of work they want to do. Furthermore, most are confident that their education will leave them very well prepared for the kind of work they want to do.

Japanese students, however, can easily be separated into two categories, those choosing an academic path leading to the university, and those choosing a technical path and joining the work force immediately after high school. Accordingly, Japanese students are just as likely to say they would like to have a clerical or office job as they are to say they would like to be a white collar professional. Interestingly, although Japanese students' goals are relatively low, Japanese students are significantly less likely than American students to say their career goals are attainable. Moreover, a majority say their education will not prepare them too well, or not at all, for the work they would like to do.

Post High School Plans

The Questions: What you would like to do after leaving high school: find a job, work and go to college part-time, join the armed services, or attend college full-time?

Do you plan to attend college after you leave the armed services, or not?

Do you hope to go to a vocational school, or to a college or a university?

Almost all American students plan on attending college at some point in the future. Over one-half of American students plan to go directly on to college full-time (55%), and another 26% will work and attend college part-time. One in ten students would like to join the armed services (11%), and three-fourths of students who want to join the armed services plan on attending college afterwards. Only 7% of all students in America plan to find a job immediately after high-school.

American's post high school plans are similar to those reported by students in 1987.[3] However, in 1987 older students were more likely than younger students to plan on attending part-time college, while this difference was not found in the current survey.

Japanese students do not have as many options as Americans and can easily be separated into two categories; those going to college full-time, and those getting a job after high school. This limitation of options in Japan can be attributed to tests given to students as they enter middle school and high school. The results to these exams determine the path students take, either an academic path, leading to the university, or a technical path leading directly to the work force. About two out of three (64%) Japanese students plan to attend college full-time, while nearly one-third (29%) will find a full-time job. Furthermore, among Japanese students who do plan on attending college 17% plan on going to a technical college compared to only 9% among American students.

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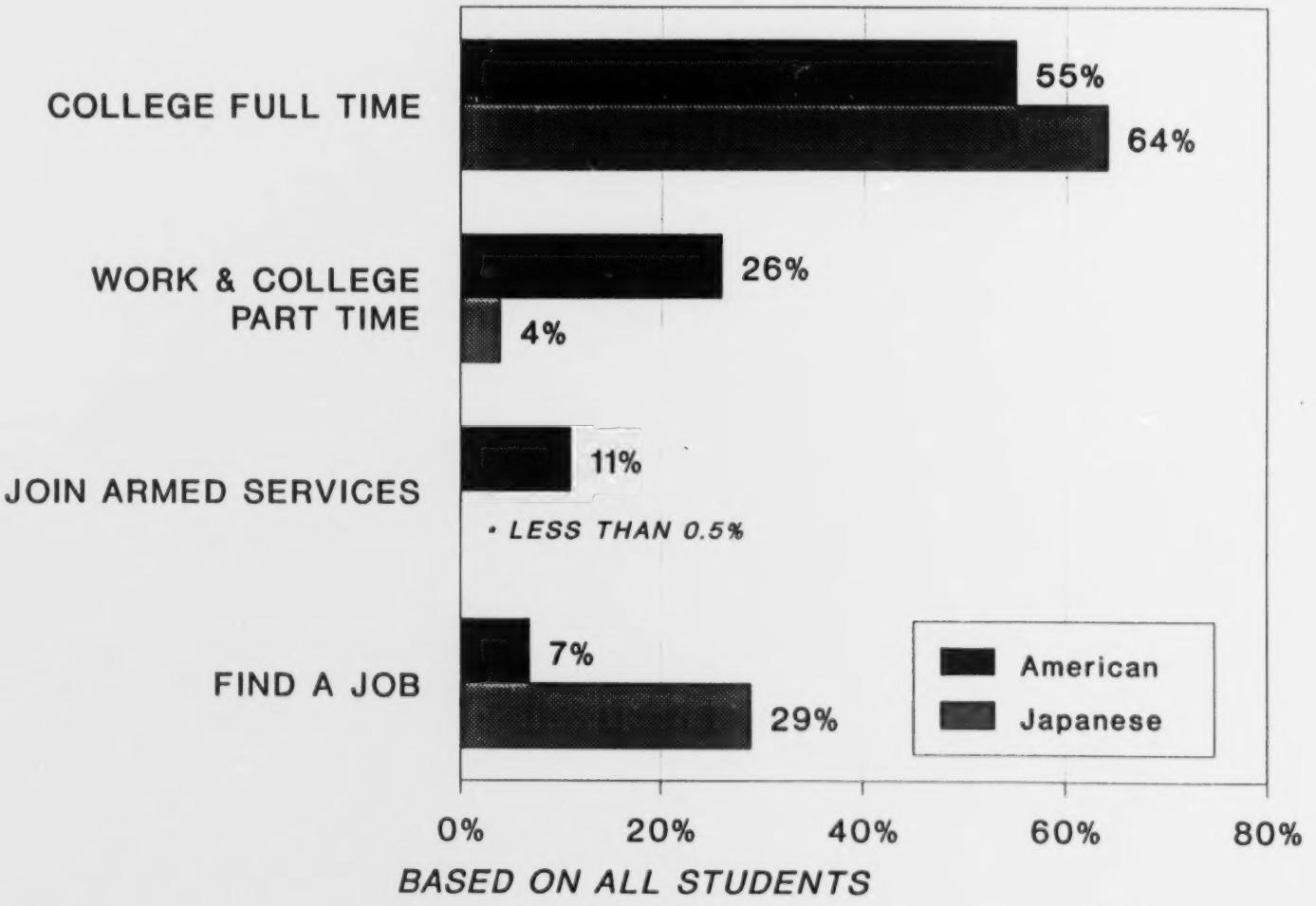
[3] The Gallup Study on America's Youth: October 1987.

POST HIGH SCHOOL PLANS



BASED ON ALL STUDENTS

In the U.S., students most likely to attend college full-time after high school include students with parents who attended college (70%), those with a B+ or higher grade point average (66%), those attending a private school (67%), students who say their neighborhood is wealthier than most (60%), and students living in the Mid-West (64%) and in the East (62%).

Although American male and female students are equally likely to attend college full-time after high school, differences exist between males and females not planning for full-time college. Females are more likely than males to plan on working while attending college part-time (33% vs 20%), while males are more inclined to join the armed services (16% vs 4%).

Interestingly, in Japan, where college entrance exams play a larger role than grades in determining a student's future, students scoring in the third quintile or lower academically, are more likely than advanced students to say they will go on to college (77% vs 55%). With the exception of grades, college-bound students in Japan are similar to those in the U.S. Students from wealthy neighborhoods, students whose parents attended college, and those in two-parent households, are each more likely than their counterparts to say they will attend college full-time after high school.

POST-HIGH SCHOOL PLANS

	U.S.A						JAPAN				
	College Full-Time %	College Part-Time %	Armed[4] Services %	Work %	Don't Know %	Interviews	College Full-Time %	College Part-Time %	Work %	Don't Know %	Interviews
National	55	26	11	7	1	(750)	64	4	29	3	(790)
Sex											
Male	55	20	16	8	1	(387)	63	4	30	3	(394)
Female	56	33	4	6	1	(363)	64	5	27	4	(396)
Grades[5]											
High	66	22	8	4	-	(345)	55	5	37	3	(478)
Average/low	46	30	13	10	1	(401)	77	3	16	4	(312)
School											
Public	54	27	11	7	1	(676)	65	4	27	4	(574)
Private	67	23	3	7	-	(74)	62	4	32	2	(202)
Neighborhood Wealthier than Most											
Yes	60	23	10	6	1	(441)	67	4	27	2	(470)
No	49	31	11	9	-	(292)	59	4	33	4	(298)
Parents Went to College											
Yes, both	70	16	10	4	-	(207)	89	3	6	2	(105)
Yes, one	57	29	8	4	2	(148)	71	3	25	1	(120)
No	43	31	11	13	2	(203)	59	5	34	2	(484)
Two Parent Household											
Yes	57	26	10	7	-	(584)	66	4	27	3	(737)
No	57	24	7	10	2	(150)	33	13	53	1	(45)
Race[6]											
White	57	26	9	7	1	(623)					
Black	52	25	17	5	1	(79)					
Hispanic	41	32	17	9	1	(57)					
Region											
East	62	19	9	9	1	(176)					
Mid-West	64	20	10	5	1	(192)					
South	46	33	13	7	1	(257)					
West	50	35	6	9	-	(123)					

[4] Defense services were mentioned by less than .5% of Japanese students.

[5] High grades in the USA include students that average a B+ or higher grades, high grades in Japan include students with grades in the first or second quintile.

[6] Not asked in Japan.

Managing the Expense of College

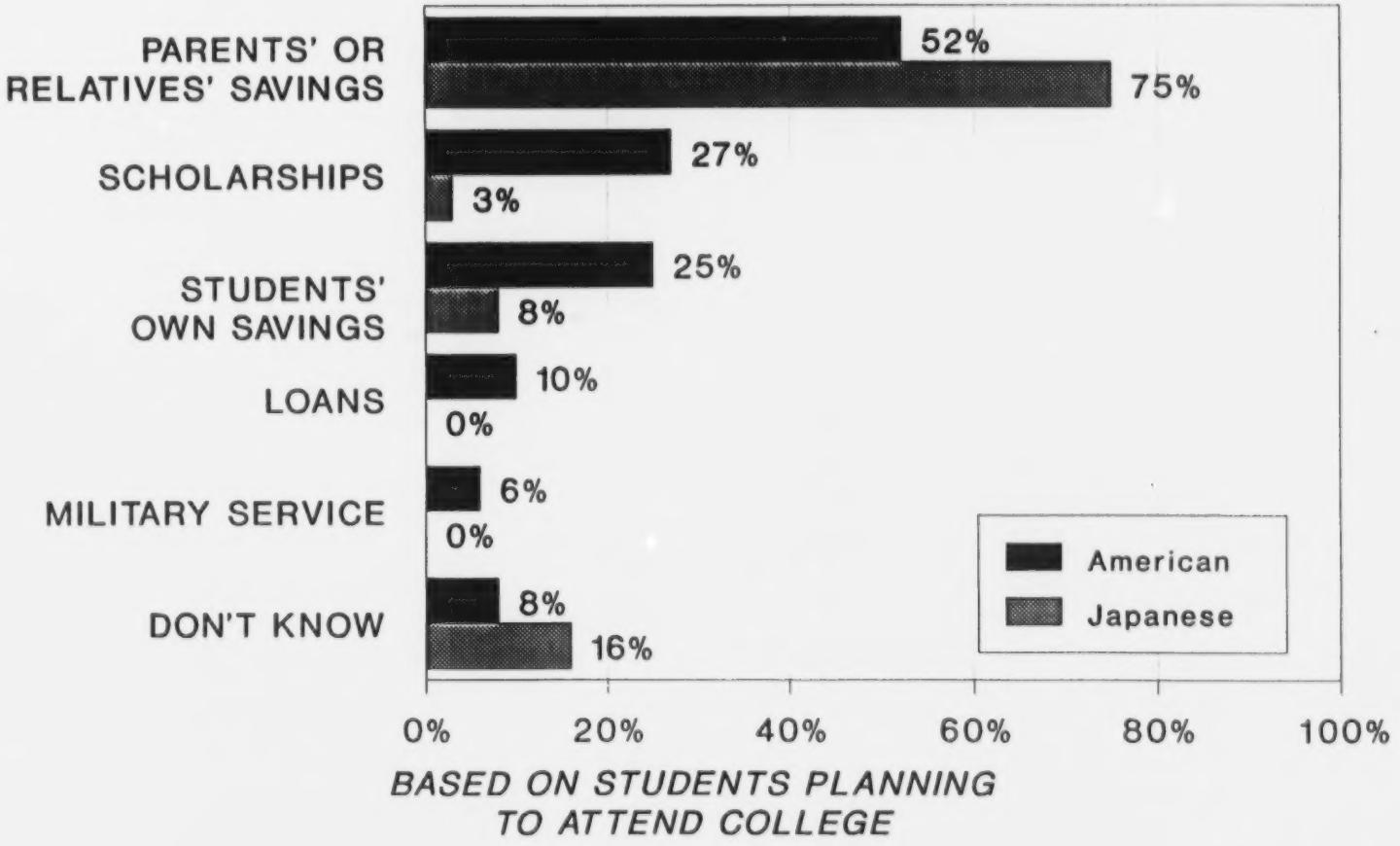
The Questions: How will your college education be paid for?

Do you think that you will be able to afford to go to the college that would be your first choice?

The most common form of funding a college education among American students is the use of their parents' or relatives' savings. A majority of college bound students plan to finance their education in this manner (52%). One-quarter plan to obtain scholarships (27%) and/or use their own savings (25%). One in ten will take out a loan to finance the endeavor (10%), and a smaller proportion will rely on the military service's educational benefits (6%).

An even greater majority of Japanese college bound students plan to use their families' savings (72%). Optional methods of financing a college education in Japan are rare, with only 8% using their own savings and 3% planning to get a scholarship. Not one Japanese student interviewed said they would get a loan or use the military as a stepping-stone to college.

STUDENT'S PLANS FOR FUNDING COLLEGE EDUCATION



BASED ON STUDENTS PLANNING TO ATTEND COLLEGE

Among American college bound students, those living in a two-parent household, students with college educated parents and those living in the Eastern part of the country are most likely to receive college funding from their family. In Japan, students with at least one parent that attended college are more likely than students with less well educated parents to say their parents will fund their education (82% vs 74%).

INCIDENCE OF PARENTS AND RELATIVES FINANCING STUDENT'S COLLEGE EDUCATION
(Based on students planning to attend college)

	U.S.A									JAPAN		
		Two Parent Household		Both Parents Attended College		Region					At least One Parent Attended College	
Method of Payment	Total %	Yes %	No %	Yes %	No %	East %	West %	South %	West %	Total %	Yes %	No %
Parent's or relatives'savings	52	55	44	62	50	63	50	50	47	75	82	74
Other	40	38	48	34	40	33	41	41	45	9	5	10
Don't know	8	7	8	4	10	4	9	9	8	16	13	16
Total	100	100	100	100	100	100	100	100	100	100	100	100
Number of interviews	(671)	(523)	(133)	(195)	(302)	(158)	(175)	(226)	(111)	(538)	(186)	(307)

Although most American students eventually plan to attend college, slightly less than two-thirds of college bound students say they will be able to afford the college of their first choice (65%). Another 11% do not know if they will be able to afford their first choice, and 21% are certain they will not be able to afford it. The expense of college has increasingly become a deterrent because in 1986, 73% of all college bound students said they would be able to afford to go to their first choice college[7].

In Japan, cost is less of an impediment to students' first choice college. Four out of five (80%) say they will be able to afford it, and only one in five say they will not be able to afford (6%), or do not know (14%) if they will be able to afford the school they would prefer to attend.

The expense of college is the greatest obstacle for American students from single parent households, and students with parents who did not attend college. Over one in three (34%) teenagers from single parent households, and one-quarter (25%) of students with parents who did not attend college say they can not afford the college of their choice. Both in the U.S., and in Japan, students in the 12th grade are more likely than younger students to be certain they can afford the college that is their first choice.

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[7] The Gallup Study on America's Youth: November 1986.

ABILITY TO AFFORD FIRST CHOICE COLLEGE
(Based on students planning to attend college)

	U.S.A							JAPAN				
		Grade		Both Parents Attended College		Two Parent House-Hold			Grade		At least One Parent Attended College	
Able to Afford	Total %	7-11th %	12th %	Yes %	No %	Yes %	No %	Total %	7-11th %	12th %	Yes %	No %
Yes	65	64	73	74	58	68	57	80	77	96	85	77
No	21	21	20	13	25	17	34	6	7	-	3	7
Don't know	11	12	5	12	14	12	7	14	16	4	12	16
Don't know first choice college	3	3	2	1	3	3	2	-	-	-	-	-
Total	100	100	100	100	100	100	100	100	100	100	100	100
Number of interviews	(671)	(556)	(115)	(332)	(165)	(523)	(133)	(538)	(466)	(72)	(186)	(307)

Students' Career Goals

The Question: Now, I have a few questions about your future. First, what kind of work do you think you will be doing when you are 25 years old ?

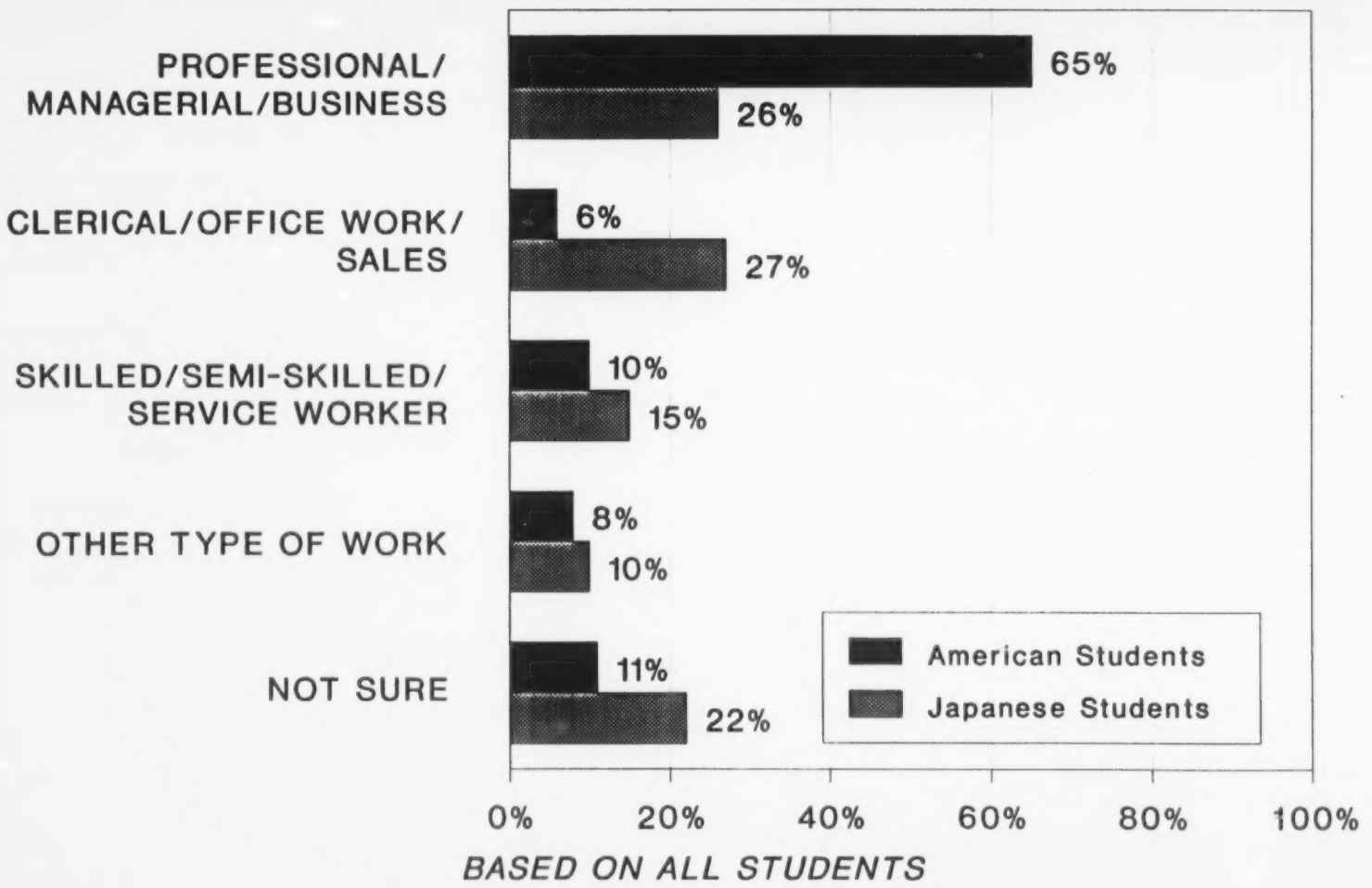
By the time they reach the age of 25, a clear majority of American students expect to have begun white collar, professional careers, while relatively few foresee themselves in clerical or service-oriented occupations. By comparison, the career expectations of Japanese students are more likely to vary, with a sizable number uncertain of the type of work they expect to be doing at age 25.

Fully two out of three (65%) American students aspire to professional or managerial careers. Of these, one in five (19%) expect to become professionals with a doctoral degree in such fields as medicine, law, and academia, while an equal proportion (21%) look forward to moving into professional fields which do not require a doctoral degree such as accounting, architecture, and engineering. Somewhat smaller proportions contemplate careers in the studio or performing arts (7%), as teachers (5%), professional athletes (4%), managers in the private (3%) or public sector (1%), small business or farm owners (3%), or as sales representatives (2%).

Only one American student in six expects, at age 25, to be doing clerical or office work (6%) or to enter a career as a skilled tradesman, a semi-skilled operative or a service worker (10%). Interestingly, none of the American female students anticipate becoming a full-time homemaker or housewife at age 25.

While American students foresee themselves entering professional, white collar careers, Japanese students tend to have more varied, and somewhat lower, career expectations. The highest proportion (27%) expect to become office workers (25%) or sales clerks (2%). Only one in four (26%) hope to attain a professional career, while a slightly smaller proportion (15%) expect to enter occupations as service workers, skilled tradesmen, or semi-skilled operatives. In addition, as many as one in five (22%) Japanese high school students are uncertain of what they will be doing at age 25.

STUDENTS' CAREER GOALS



BASED ON ALL STUDENTS

STUDENTS' CAREER GOALS

	U.S. Students %	Japanese Students %
PROFESSIONAL/MANAGER/BUSINESS		
Professional without doctoral degree	21	8
Professional with doctoral degree	19	2
Studio or performing arts	7	5
Teacher	5	4
Professional athlete	4	1
Manager in private sector	3	3
Public sector manager/administrator	1	1
Small business owner or farm owner	3	1
Sales representative	2	1
TOTAL =	65	26
CLERICAL/OFFICE WORK/SALES		
Clerical or office worker	5	25
Sales clerk in retail store	1	2
TOTAL =	6	27
SKILLED/SEMI-SKILLED/SERVICE WORKER		
Craftsman or skilled worker	5	6
Service worker	2	7
Protective service	2	1
Operative or semi-skilled worker	1	1
Laborer	0	0
TOTAL =	10	15
OTHER WORK		
Full time student	5	1
Military service	3	0
Full time homemaker or housewife	0	7
Other (not specified)	0	2
TOTAL =	8	10
NOT SURE OF CAREER AT AGE 25	11	22

As American students advance through high school and begin to make career choices, their career expectations are likely to change somewhat. Whereas three out of four (74%) students in the 7th grade look forward to some sort of professional career, slightly more than half (56%) of high school seniors (12th graders) have the same expectation. Indeed, 12th graders are three times more likely than 7th graders to see themselves entering a non-professional career (27% vs. 9%).

Among American students, the intention to pursue white collar, professional career goals remains strong regardless of their academic performance or the economic status of their households. Not surprisingly, the proportion of those with professional career aspirations is highest among students who maintain an "A" grade average (78%), those from wealthier neighborhoods (68%), those from homes where the head of household has a professional or business occupation (70%), and those from homes where both parents are college-educated (71%). However, even students whose academic performance is below average (C + or lower), those from less wealthy neighborhoods, those from homes where the head of household has a blue collar occupation, and those from homes where neither parent is college-educated, a majority expect to become white collar professionals.

Finally, Junior Achievement participants are somewhat more likely (72%) to aim toward attaining a professional career than students as a whole.

CAREER GOALS OF U.S. STUDENTS
(Based on total sample)

		Grade Level					
	Total	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
	%	%	%	%	%	%	%
Career Plans							
Professional/ managerial/ business	65	74	67	63	64	64	56
Clerical/ office work/ sales	6	1	4	4	6	7	9
Skilled/semi-skilled/ service worker	10	8	8	13	5	14	18
Other work	8	6	11	8	9	9	8
NOT SURE	11	11	10	12	16	6	9
TOTAL	100	100	100	100	100	100	100
Number of Interviews	(750)	(113)	(132)	(129)	(116)	(136)	(124)

		Sex		Academic Performance				Junior Achievement participant
	Total	Boys	Girls	A	A- to B+	B to B-	C+ or Lower	
	%	%	%	%	%	%	%	%
Career Plans								
Professional/ managerial/ business	65	62	68	78	69	63	51	72
Clerical/ office work/ sales	6	3	8	4	3	5	10	3
Skilled/semi-skilled/ service worker	10	14	7	3	6	13	20	6
Other work	8	11	5	8	12	6	10	7
Don't Know	11	10	12	7	10	13	9	12
TOTAL	100	100	100	100	100	100	100	100
Number of Interviews	(750)	(387)	(363)	(110)	(235)	(266)	(135)	(88)

CAREER GOALS OF U.S. STUDENTS
(Based on total sample)

		Neighborhood (self-described)			Occupation of Head of Household			Parents' Education		
	Total	Wealthier than most	Average	Less wealthy than most	Prof./Business	Clerical/Sales/Service	Skill/Semi-Skill Labor	Both college	One college	Neither college
	%	%	%	%	%	%	%	%	%	%
Career Plans										
Professional/ managerial/ business	65	68	64	60	70	64	62	71	73	54
Clerical/ office work/ sales	6	3	5	11	3	7	7	3	1	9
Skilled/semi-skilled/ service worker	10	11	8	12	7	11	13	8	7	16
Other work	8	8	10	9	10	8	7	9	10	9
NOT SURE	11	10	13	8	10	10	11	9	9	12
TOTAL	100	100	100	100	100	100	100	100	100	100
Number of Interviews	(750)	(441)	(157)	(135)	(276)	(159)	(215)	(207)	(148)	(185)

Likelihood of Attaining Career Goals

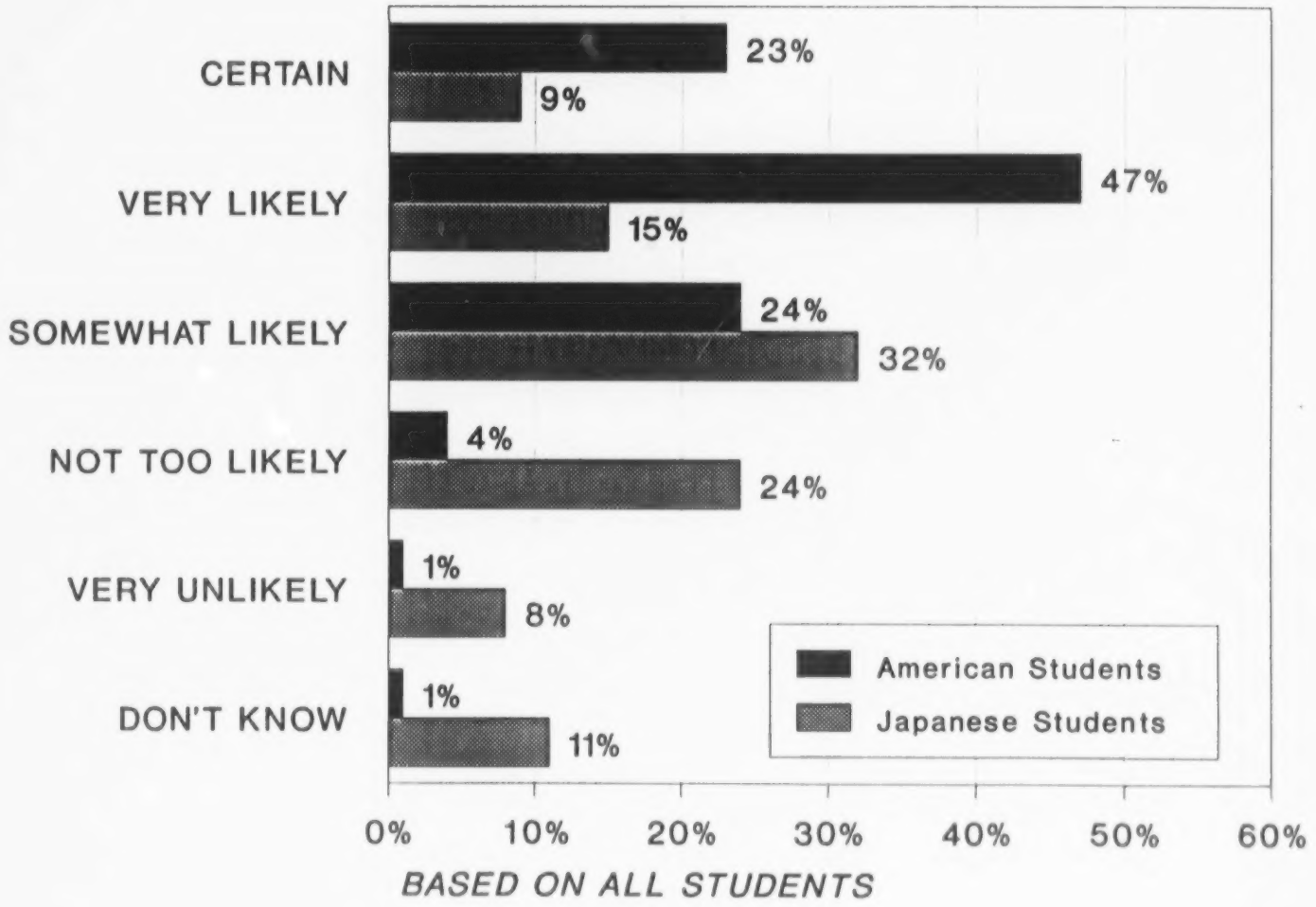
The Question: How likely do you think it is that you will actually get to do the kind of work you want to do ?

Not only do American students have higher career goals than Japanese students, they are also more likely to say their career goals are attainable.

Seven out of ten (70%) American students consider it "certain" (23%) or "very likely" (47%) they will actually get to do the kind of work they want to do. One in four (24%) are "somewhat" confident of fulfilling their career aspirations, while hardly any regard the prospect as "not too likely" (4%) or "very unlikely" (1%).

Japanese students less confident of reaching their personal career goals. One in three (33%) regard the chances as "not too likely" (24%) or "very unlikely" (9%). About the same proportion (32%) consider it "somewhat likely" that they will get to do the work they want to do, while only one in four say it is "very likely" (15%), or "certain" (9%) they will fulfill their career choice.

LIKELIHOOD OF ATTAINING CAREER GOALS



BASED ON ALL STUDENTS

While solid majorities of American students at all grade levels say it is "certain" or "very likely" they will achieve their personal career goals, confidence appears highest among 11th grade high school juniors (76% - 25% "certain", 51% "very likely") and 12th grade seniors (77% - 26% "certain", 51% "very likely").

Among Japanese students, 12th graders are more confident than students in other grades that they will get to do the type of work they want to do. Four out of ten (39%) Japanese high school seniors think it "certain" (20%) or "very likely" (19%) that they will meet their career expectations. Also, by the time they reach the 12th grade, a significant number (8%) of Japanese students are likely to already be involved in the type of work they want to do.

LIKELIHOOD OF ATTAINING CAREER GOALS

(Based on those who plan to enter the work force or become a full time student)

U.S. STUDENTS

Likelihood	Total %	Grade Level 7th Grade %	8th Grade %	9th Grade %	10th Grade %	11th Grade %	12th Grade %
Certain	23	23	20	24	23	25	26
Very likely	47	42	45	46	46	51	51
Somewhat likely	24	27	29	27	24	20	18
Not too likely	4	8	4	3	4	2	4
Very unlikely	1	0	2	0	0	2	0
Already do this kind of work (VOLUNTEERED)	0	0	0	0	0	0	1
Don't Know	1	0	0	0	3	0	1
TOTAL	100	100	100	100	100	100	100
Number of interviews	(750)	(113)	(132)	(129)	(116)	(136)	(124)

JAPANESE STUDENTS

Likelihood	Total %	Grade Level 7th Grade %	8th Grade %	9th Grade %	10th Grade %	11th Grade %	12th Grade %
Certain	9	5	4	9	8	8	20
Very likely	15	14	12	16	17	15	19
Somewhat likely	32	32	38	28	31	37	26
Not too likely	24	24	30	29	24	24	11
Very unlikely	8	8	5	9	10	10	8
Already do this kind of work (VOLUNTEERED)	1	0	0	0	0	0	8
Don't Know	11	17	11	9	10	6	8
TOTAL	100	100	100	100	100	100	100
Number of interviews	(736)	(106)	(120)	(157)	(132)	(122)	(99)

Education and Career Preparation

The Questions: By the time you finish your education, how prepared do you think you will be to pursue the kind of work you want to do?

Which of the following do you think will be most important in preparing you for the kind of work you want to do... (See table for list)

Virtually all American students are confident that the education they receive will allow them to pursue the kind of work they want to do. A solid majority (64%) say they will be very well prepared, and another 34% say they will be fairly well prepared. Only 2% say their education will not prepare them too well for a career.

In Japan, however, students feel there is much left to learn after completing their education. One-half say by the time they complete their education they will not be too well prepared (41%) or not at all prepared (8%) for the kind of work they want to do. Another two-fifths (38%) say they will be fairly well prepared, and only 4% say they will be very well prepared.

EDUCATION AND CAREER PREPARATION
(Based on those who plan to enter the work force or become a full time student)

Preparedness	U.S. Students %	Japanese Students %
Very well prepared	64	4
Fairly well prepared	34	38
Not too well prepared	2	41
Not at all well prepared	0	8
Don't know	0	9
TOTAL	100	100
Number of interviews	(750)	(736)

A solid majority (63%) of American students, and a plurality of Japanese students (46%) say the education gained after high school is the most important factor in their career preparation. Interestingly, Japanese students, who tend to say their education will not prepare them to well for the career of their choice, are more likely than Americans to say the education attained before leaving high school is the most important factor in their career preparation (33% vs 20%). Both in America and Japan, only 15% of all students say part-time jobs will play a primary role in preparing them for their career.

MOST IMPORTANT FACTOR IN CAREER PREPARATION

Most important	U.S. Students %	Japanese Students %
Education before leaving high school	20	33
Education after leaving high school	63	46
Experience gained from part time jobs during school years	15	15
None of these (VOLUNTEERED)	0	1
Other (VOLUNTEERED)	1	1
Don't know	1	4
TOTAL	100	100
Number of interviews	(750)	(790)

In Japan, younger students tend to think the education gained before leaving high school will be the most important factor in their career preparation (48%), while a strong majority of high school seniors say the education gained after leaving high school will prepare them most for the work they want to do (74%). The most important factor in career preparation is selected by American students is consistent across grade levels.

MOST IMPORTANT FACTOR IN CAREER PREPARATION
(Based on those who plan to enter the work force or become a full-time student)

U.S. STUDENTS

Most Important	Total %	Grade Level 7th Grade %	8th Grade %	9th Grade %	10th Grade %	11th Grade %	12th Grade %
Education before leaving high school	20	24	24	19	19	18	18
Education after leaving high school	63	59	62	58	65	71	65
Experience gained from part time jobs	15	14	13	22	14	10	16
None of these (VOL.)	0	0.	0	1	1	0	0
Other (VOL.)	1	1	0	0	0	1	1
Don't Know	1	2	1	0	1	0	0
TOTAL	100	100	100	100	100	100	100
Number of interviews	(750)	(113)	(132)	(129)	(116)	(136)	(124)

JAPANESE STUDENTS

Likelihood	Total %	Grade Level 7th Grade %	8th Grade %	9th Grade %	10th Grade %	11th Grade %	12th Grade %
Education before leaving high school	33	48	48	36	31	27	8
Education after leaving high school	46	26	38	43	48	51	74
Experience gained from part time jobs	15	16	9	16	17	17	13
None of these (VOL.)	1	1	1	1	1	2	1
Other (VOL.)	1	0	0	1	1	1	2
Don't Know	4	9	4	3	2	2	2
TOTAL	100	100	100	100	100	100	100
Number of interviews	(736)	(106)	(120)	(157)	(132)	(122)	(99)

USE OF EXTRACURRICULAR TIME

OVERVIEW

American students are more likely than their Japanese counterparts to spend their extra-curricular time working at a paid job or going out and having fun, while Japanese students are more likely to spend their free time with an academic tutor or doing their homework.

Over one in three American students is currently working for pay, compared to only 12% among Japanese teens. The primary difference between employed students in the two societies is that Japan's employed youth are more likely than America's to see their job as a stepping stone toward a career. Furthermore, Japanese college-bound students do not generally have a job, while in the U.S., students who hope to go to college are just as likely as others to have a job.

American students also spend a great deal of time on fun and recreation, an average of three evenings per week. This number is constant regardless of age, plans for college, or hours spent working. However, Japanese students reportedly spend an average of only one evening per week out having fun, and the majority (58%) say they usually do not go out at all.

Instead of working and partying, Japanese students are busy concentrating on their studies, especially those planning for college. Over one-third (35%) of all Japanese students, and nearly one-half (45%) of Japanese college-bound students receives private after-school tutoring to help improve exam scores. In comparison, only one in twelve (8%) American students takes extracurricular academic classes or has an academic tutor. Japanese students spend an average of nine hours per week doing homework, compared to eight hours per week among American teens.

Time Spent on Additional Educational Training

The Questions: Aside from any help your parents might give you, do you receive any special tutoring or additional educational courses outside of school?

(JAPAN ONLY) Do you go to "Juku" or "Katei Kyoushi", or both outside school hours?

About how many hours do you spend in an average week on any special tutoring or additional educational courses (JAPAN: "JUKU" AND/OR "KATEI KYOUSHI")

In Japan, private after-school tutoring is taken to help improve grades, and school entrance exam scores. The extracurricular lessons play an important role in the educational experience because school teachers instruct all students at the same level regardless of their individual abilities. One-third (35%) of all Japanese students currently have an additional education course such as "juku" or "katei kyoushi". The incidence is even higher among students who hope to go to college, with almost half (45%) receiving private lessons.

Among students receiving tutoring, most attend "juku" (85%). Juku are private classes primarily designed to develop individual academic abilities and to be an examination "cram class". Merry White writes that, "Enough children now receive juku preparation that entrance to the universities practically requires this time-consuming, costly extra training." An additional 15% of students who receive tutoring employ home tutors (katei kyoushi) designed to help children having trouble in a subject at school. Those students who receive tutoring spend an average of four hours per week on their "juku" or "katei kyoushi".

Private extracurricular classes and home tutors are much less common in the United States, where only one out of twelve (8%) students has a tutor. Furthermore, in America, college bound students are just as likely as other students to receive special academic tutoring. American students who have special academic classes spend an average of five hours per week on the courses.

USE OF TUTORS OR EDUCATIONAL COURSES OUTSIDE OF SCHOOL

	U.S.A.			JAPAN		
		Hopes to attend college			Hopes to attend college	
Tutoring	Total %	Yes %	No %	Total %	Yes %	No %
Yes	8	8	8	35	45	24
No	91	91	92	65	55	76
Don't Know	1	1	-	-	-	1
Total	100	100	100	100	100	100
Interviews	(750)	(592)	(131)	(790)	(419)	(319)

Time Spent Doing Homework and Reading

The questions: About how many hours do you spend in an average week on all your homework outside school hours?

And on how many evenings a week do you spend at least one hour reading books, magazines or newspapers (not counting school assignments)?

American students spend an average of eight hours per week, outside of school hours, doing homework. Students hoping to attend college, students with college educated parents, those attending private schools, and those receiving A's in school spend more time doing their homework. The average number of hours spent doing homework is nine in each of these groups.

Japanese students, in comparison, spend more time on their homework, an average of nine hours each. However, in Japan, where students tend to follow in one of two definitive paths, college bound students spend an average of eleven hours on their homework, compared to six hours among other students.

Converse to students in the U.S., Japanese students with relatively low academic grades spend more time on their homework than other students (10 vs 6 hours per week), and public school students spend more time on their homework than private school students. Furthermore, high school students spend an increased amount of time on homework, while time spent among Americans is relatively constant across grade levels.

HOURS SPENT ON HOMEWORK OUTSIDE OF SCHOOL

	U.S.A.						
		Type of school		Hopes to attend college		Both parents attended college	
Hours per weeks	Total %	Public %	Private %	Yes %	No %	Yes %	No %
0 hours	3	3	4	2	10	2	3
1-4 hours	30	29	29	28	33	27	32
5-14 hours	53	55	43	55	49	54	53
15 hours or more	12	11	21	13	5	16	9
Don't Know	2	2	3	2	3	1	3
Total	100	100	100	100	100	100	100
Mean number of hours	8	8	9	9	8	9	7
Interviews	(750)	(676)	(74)	(110)	(636)	(207)	(351)

HOURS SPENT ON HOMEWORK OUTSIDE OF SCHOOL (continued)

	JAPAN								
		Type of school		Hopes to attend college		Academic Performance		Grade Level	
Hours per week	Total %	Public %	Private %	Yes %	No %	1st/2nd quintile %	3rd quintile or lower %	7-8th %	9-12th %
0 hours	10	9	13	4	17	11	7	4	13
1-4 hours	30	28	33	25	38	32	27	34	28
5-14 hours	37	39	35	40	33	37	37	46	33
15 hours or more	18	20	14	27	8	14	25	10	22
Don't Know	5	4	4	4	4	6	4	6	4
Total	100	100	100	100	100	100	100	100	100
Mean number of hours	9	9	8	11	6	6	10	7	10
Interviews	(790)	(574)	(202)	(419)	(319)	(478)	(312)	(237)	(553)

With regard to extracurricular reading, both in the U.S. and in Japan, students spend an average of three evenings per week reading books, magazines or newspapers, at least for one hour.

NUMBER OF EVENINGS PER WEEK SPENT READING

Evenings	U.S.A Total %	Japan Total %
None	13	9
1-2	40	32
3-6	32	37
Every night	13	20
Don't know	2	2
Total	100	100
Mean number of evenings	3	3
Interviews	(750)	(790)

Time Spent Working

The Questions:

Not counting things you do in your own household, how many hours per week do you work in a paid or unpaid job during the school year?

Do you currently have a paid job, a volunteer job, or both?

What type of work do you do?

To what extent does this job ... (See table for list) To a great extent, to some extent, only a little, or not at all?

Which best describes your parents' attitude toward your (paid) job...(See table for list)

Working for pay is twice as common among American teens as it is among Japanese teens. One in three (37%) American students has a paid job, and an additional 8% have a volunteer job. In Japan, however, only 12% of the students work for pay, and an additional 10% do volunteer work.

With the exception of grade level, all American students are equally likely to have a job regardless of factors such as sex, race, parents' education level, wealth of neighborhood, or plans for college. In Japan, however nearly one in four (21%) students not planning for college currently has a paid job compared to one in sixteen (6%) college-bound Japanese students working for pay. Twelfth graders, both in the U.S. and in Japan are disproportionately likely to be working; over one-half of American seniors (59%), and one in four (24%) Japanese seniors has a paid job.

American students with a paid job, or a volunteer job spend an average of 13 hours per week working. The number of hours worked per week is highest among seniors (17 hours) and black students (18 hours). Japanese students are not only less likely than Americans to have a job, but those with a job spend less time working (8 hours).

INCIDENCE OF WORKING AMONG HIGH SCHOOL STUDENTS

	U.S.A						JAPAN					
		Grade			Hopes to attend college			Grade			Hopes to attend college	
Paid Job	Total %	7-9 %	10-11 %	12th %	Yes %	No %	Total %	7-9 %	10-11 %	12th %	Yes %	No %
Yes	37	32	37	59	34	43	12	2	20	24	6	21
No	62	67	63	40	43	56	86	96	79	72	92	76
Don't Know	1	1	-	1	1	1	2	2	1	4	2	2
Total	100	100	100	100	100	100	100	100	100	100	100	100
Interviews	(750)	(374)	(252)	(124)	(592)	(131)	(790)	(408)	(271)	(111)	(419)	(413)

Among working American teens, the most typical jobs are: babysitting (26%), working as a sales clerk (18%), working in a restaurant (17%), doing yard work (4%), and delivering papers (3%).

In junior high school, boys and girls do different types of work. Seven in ten (70%) girls earn their money babysitting, compared to only 21% of boys. However, more boys in this age group are employed as babysitters than any other job. Delivering papers and doing yard work, are almost exclusively jobs held by boys in junior high, 12% and 13% respectively. Only 3% of junior girls in high school have a paper route, and no girls interviewed do yard work.

With the exception of babysitting, boys and girls in grades 10-12 do similar types of work. One in five (21%) employed females has a babysitting job, while no males interviewed said they earned their money babysitting. Approximately one in four high school students of either sex is employed as a sales clerk, and about one in four works in a restaurant. Only 4% do yard work, and no older teens interviewed said they have a paper route.

Japanese students are primarily employed as sales clerks (30%), or restaurant workers (27%). Babysitting is not as common as it is in the U.S., in fact, not one teenager interviewed said they have a job as a babysitter. The number of working teenagers in Japan is too small to examine the types of jobs held by different sexes or at different grade levels.

TYPES OF JOBS HELD BY STUDENTS
(Based on students who have job)

	U.S.A					JAPAN
		Grades 7-9th		Grades 10-12th		
Jobs	Total %	Boys %	Girls %	Boys %	Girls %	Total %
Baby-sitter	26	21	70	-	21	-
Sales clerk	18	12	2	24	29	30
Restaurant work	17	11	3	24	27	27
Yard work	4	13	-	4	-	-
Paper route	3	12	3	-	-	9
Other	32	31	22	48	23	32
Total	100	100	100	100	100	100
	(281)	(54)	(64)	(87)	(76)	(93)

Employed American teenagers feel their job does not interfere with their education or social life, however, the majority also say their job will not help them with their career. Nearly two-thirds (63%) of working students say their job does not interfere with their education at all. A plurality (37%) also say their job does not interfere with their social life at all. One-half (50%) say the job does not provide a good stepping stone toward the kind of work wanted in the long run. Students are less likely today than they were in 1986 to say their job interferes with either their social life or their education.[8]

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[8] Bachman, Johnston, and O'Malley, Monitoring the Future, University of Michigan, 1986.

Working Japanese students are more likely than Americans to see their job as a step towards a career. Nearly one-half say their part-time job will help them to a great extent (26%) or to some extent (21%) as a stepping stone toward the kind of work wanted in the long run. Japanese working students also do not see their job as an interference, with three-fourths (78%) saying the job does not interfere at all with their social life, and over one-half (56%) saying the job does not interfere with their education.

EFFECTS OF WORKING
(Based on working students)

Effects of Job		Degree of Effect: To a great extent %	To some[1] extent %	Only a little %	Not at all %	NO ANSWER %	Total %
Interferes with social life	JAPAN 1990:	2	6	13	78	1	100
	U.S.A 1990:	7	21	34	37	1	100
	U.S.A 1986:[2]	10	34	31	25	-	100
Interferes with education	JAPAN 1990:	1	7	35	56	1	100
	U.S.A 1990:	1	10	25	63	1	100
	U.S.A 1986:	4	22	25	49	-	100
Provides a good stepping-stone toward the kind of work wanted in the long run	JAPAN 1990:	26	21	26	25	2	100
	U.S.A 1990:	16	17	15	50	2	100
	U.S.A 1986:	9	19	16	56	-	100

Interviews (JAPAN) = 93
Interviews (U.S.A) = 281
Interviews (U.S.A 1986) = 2092

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[1] Scale used in 1986 was: a great extent, a considerable extent, some extent, a little and not at all. For comparisons, "considerable extent" and "some" are both included in this column.

[2] Bachman, Johnston, and O'Malley, Monitoring the Future, University of Michigan, 1986.

Both in the U.S.A and in Japan, a majority of working teenagers say their parents encourage them to have a job, 80% and 76% respectively. Only 4% of American parents and 4% of Japanese parents discourage their child from having a job. Students from neighborhoods less wealthy than others, and working students from single parent families are not any more likely than others to say their parents require them to have a job.

PARENTS' ATTITUDES TOWARD THEIR CHILD'S JOB
(Based on employed students)

Parents' Attitudes	Total U.S.A	Total Japan
Require job	9	5
Encourage job	80	76
Discourage job	4	11
In favor, but opposed to specific aspect of particular job (VOL.)	1	2
Parents don't care (Vol.)	5	6
Don't know	1	-
Total	100	100
Number of interviews	(281)	(93)

Time Spent on Fun and Recreation

The question: During a typical week, on how many evenings do you go out for fun and recreation?

"Going out for fun and recreation" is an integral part of most American students lives, in fact, students in grades 7 through 12 go out an average of three nights per week. In the U.S., the number of evenings spent on recreation is constant regardless of a students' grade level, academic performance, plans for college, or hours spent working.

In Japan, where students spend more time on their homework and in private tutoring classes, very little free time is devoted to going out and having fun. As Merry White writes:

> "As a youngster approaches the end of junior high school he has less and less free time; even those who are not taking after-school classes, being tutored, or just spending the hours in independent study have fewer peers with whom to spend that time. Nearly everyone can be found either in a structured activity or devoted to solitary pastimes such as watching TV or playing video games."

Japanese students spend an average of one evening per week on fun and recreation, nearly three out of five (58%) say they do not spend <u>any</u> evenings on recreation during a typical week. The proportion of students who say they usually do not go out is highest among students in grades 7 to 9 (65%), females (63%), students who do not have a paid job (61%), and students who hope to attend college (50%).

EVENINGS PER WEEK SPENT ON FUN AND RECREATION

Evenings	U.S.A Total %	JAPAN Total %	Hopes to attend college: Yes %	Hopes to attend college: No %	Has paid job: Yes %	Has paid job: No %	Grade: 7-9th %	Grade: 10-12th %	Sex: Male %	Sex: Female %
None	7	58	63	50	38	61	65	51	53	63
One or two	48	26	28	26	37	25	21	32	27	24
Three or more	44	14	8	23	25	12	11	16	17	11
Don't Know	1	2	1	1	-	2	3	1	2	2
Total	100	100	100	100	100	100	100	100	100	100
Mean number of evenings	3	1	1	2	2	1	1	1	1	1
Interviews	(750)	(790)	(419)	(319)	(93)	(601)	(394)	(396)	(408)	(382)

TECHNICAL APPENDIX

PROFILES OF AMERICAN AND JAPANESE STUDENTS

	U.S.A %	JAPAN %
Sex		
Boys	51	51
Girls	49	49
	100	100
Race		
White	83	
Black	11	
Hispanic	7	
	100	
Hopes to attend college		
Yes	79	53
No	18	40
Undesignated	3	7
	100	100
Academic Performance		
A	15	
A - to B +	32	
B to B -	35	
C+ to C-	17	
D or lower	1	
	100	
Top Quintile		1
Second Quintile		59
Third Quintile		38
Fourth Quintile		-
Bottom Quintile		2
		100
Student's work life		
No job	49	76
Volunteer	16	10
Paid job	38	12
Undesignated	-	2
	103*	100

* Total exceeds 100% because some have paid and volunteer job.

	U.S.A. %	JAPAN %
Type of school attended		
Public	90	72
Private	10	26
Undesignated	-	2
	100	100
Type of community		
Large city	5	32
Medium city	8	48
Other	84	19
Undesignated	3	1
	100	100
Type of neighboorhood (Self-described)		
Wealthier than most	59	59
Average	21	22
Less wealthy than most	18	16
Undesignated	2	3
	100	100
Type of household		
Dual parent	78	93
Single parent	20	6
Undesignated	2	3
	100	100
Occupation of head household		
Professional/Business	37	30
Clerical/Sales/service	22	26
Skilled/semi-skilled/Labor	28	28
Not employed	5	-
Undesignated	8	16
	100	100
Educational attainment of parents		
Both college educated	28	14
One college educated	19	15
None college educated	25	55
None a high school graduate	3	6
Undesignated	15	10
	100	100

DESIGN OF THE U.S. SAMPLE

The telephone sample used for this survey was an unclustered random digit dial (RDD) telephone sample, purchased from Survey Sampling, Incorporated, and based on a proportionate stratified sampling design, using a sampling frame of listed telephone numbers in the Continental United States.

The random digit aspect of the sample is used to avoid "listing" bias. According to the most recent estimates from the Bureau of the Census, there are 87.5 million households in the United States, and just over 92% of them contain one or more telephones. Telephone directories only list about 74% of such "telephone households," and numerous studies have shown that households with unlisted telephone numbers are different in several important ways from listed households. Moreover, nearly 15% of listed telephone numbers are "discontinued" due to household mobility and directory publishing lag, and it is reasonable to assume that a roughly equal number are working residential numbers too new to be found in published directories.

In order to avoid these various sources of bias, a random digit procedure designed to provide representation of both listed and unlisted (including not-yet-listed) numbers is used. The design of the sample ensures this representation by random generation of the last two digits of telephone numbers selected on the basis of their area code, telephone exchange (the first three digits of a seven digit telephone number), and bank number (the fourth and fifth digits).

The selection procedure produces a sample that is superior to random selection from a frame of listed telephone households, and the superiority is greater to the degree that the assignment of telephone numbers to households is made independently of their publication status in the directory. That is, if unlisted numbers tend to be found in the same telephone banks as listed numbers and if, in general, banks containing relatively few listed numbers also contain relatively few unlisted numbers, then the sample that results from the procedure described below will represent unlisted telephone households fully as well as it represents listed households. Random number selection within banks ensures that all numbers within a particular bank (whether listed or unlisted) have the same likelihood of inclusion in the sample, and that the sample so generated will represent listed and unlisted telephone households in the appropriate proportions.

The first eight digits of the sample telephone numbers (area code, telephone exchange, and bank number) are selected after geographic pre-stratification of a database of listed telephone numbers, so that state, county, and telephone exchange within county are all represented in their appropriate proportions. That is, the probability that a telephone number will be selected from within a particular exchange is proportional to that exchange's estimated share of the estimated total number of estimated telephone households in the set of exchanges from which the sample is drawn. For this purpose, county level estimates of telephone households are used, to avoid under-representation of telephone exchanges assigned to counties with high rates of unlisted telephones.

Only working banks of numbers are selected. A working bank is defined as 100 contiguous telephone numbers containing three or more residential telephone listings. By eliminating non-working banks of numbers from the sample, the likelihood that any sampled telephone number will be associated with a residence increases from only 20% (where all banks of numbers are sampled) to between 60% and 70%.

The sample of telephone numbers produced by this method is thus designed to produce an unbiased random sampling of telephone households in the continental United States.

Interviewers were instructed to ask, at each contacted household, to speak with the junior or senior high school student in the household who most recently had a birthday. If no qualified student lived in the household, the interviewer was instructed to terminate the interview. Interviews were completed with 750 junior and senior high school students. And were conducted on the dates February 5 to February 18, 1990.

Weights were assigned to completed interviews in order to bring the students' distribution by year in school into line with official estimates from the Center for Educational Statistics.

DESIGN OF THE JAPANESE SAMPLE

The sample used for the Japanese portion of this survey was designed by the Gallup Organization's affiliate located in Tokyo. The telephone sample is a multi-stage, clustered probability sample of listed telephone numbers and was drawn as follows:

* At the first stage, a sampling frame of all cities, towns, and villages, stratified by size, was used to select 50 primary sampling units (PSUs). Fifty PSUs were selected with probability proportional to population size (population size was derived from National Citizenship registration data).

* A sample of telephone numbers was drawn at random from directories serving the 50 PSUs, and an approximately equal number of interviews was conducted in each PSU.

Interviewers were instructed to ask, at each contacted household, to speak with the junior or senior high school student in the household who most recently had a birthday. If no qualified student lived in the household, the interviewer was instructed to terminate the interview. Interviews were completed with 790 junior and senior high school students.

Weights were assigned to completed interviews in order to bring the students' distribution by year in school into line with official estimates from the Center for Educational Statistics.

SAMPLING TOLERANCES

In interpreting survey results, it should be borne in mind that all sample surveys are subject to sampling error, that is, the extent to which the results may differ from what would be obtained if the whole population had been interviewed. The size of such sampling errors depends largely on the number of interviews.

The following tables may be used in estimating the sampling error of any percentage in this report. The computed allowances have taken into account the effect of the sample design upon sampling error. They may be interpreted as indicating the range (plus or minus the figure shown) within which the results of repeated samplings in the same time period could be expected to vary, 95 percent of the time, assuming the same sampling procedures, the same interviewers, and the same questionnaire.

The first table shows how much allowance should be made for the sampling error of a percentage:

Recommended Allowance for Sampling Error of a Percentage

In Percentage Points (at 95 in 100 confidence level)* Sample Size

	750	500	400	300	200	100
Percentages Near 10	2	3	3	3	4	6
Percentages Near 20	3	4	4	5	6	8
Percentages Near 30	3	4	5	5	6	9
Percentages Near 40	4	4	5	6	7	10
Percentages Near 50	4	4	5	6	7	10
Percentages Near 60	4	4	5	6	7	10
Percentages Near 70	3	4	5	5	6	9
Percentages Near 80	3	4	4	5	6	8
Percentages Near 90	2	3	3	3	4	6

*The chances are 95 in 100 that the sampling error is not larger than the figures shown.

The table would be used in the following manner: Let us say a reported percentage is 33 for a group which includes 500 respondents. Then we go to row "percentages near 30" in the table and go across to the column headed "500". The number at this point is 4, which means that the 33 percent obtained in the sample is subject to a sampling error of plus or minus 4 points. Another way of saying it is that very probably (95 chances of 100) the true figure would be somewhere between 29 and 37, with the most likely figure the 33 obtained.

In comparing survey results in two samples, such as, for example, boys and girls, the question arises as to how large a difference between them must be before one can be reasonably sure that it reflects a real difference. In the tables below, the number of points which must be allowed for in such comparisons is indicated.

Two tables are provided. One is for percentages near 20 or 80; the other for percentages near 50. For percentages in between, the error to be allowed for is between those shown in the two tables.

Recommended Allowance for Sampling Error of the Difference In Percentage Points (at 95 in 100 confidence level)*

TABLE A

Size of Sample	Percentages near 20 and 80					
	750	500	400	300	200	100
750	4					
500	5	5				
400	5	5	6			
300	5	6	6	6		
200	6	7	7	7	8	
100	8	9	9	9	10	11

*The chances are 95 in 100 that the sampling error is not larger than the figures shown.

TABLE B

Recommended Allowance for Sampling Error of the Difference In Percentage Points (at 95 in 100 confidence level)*

Size of Sample	Percentages near 50					
	750	500	400	300	200	100
750	5					
500	6	6				
400	6	7	7			
300	7	7	8	8		
200	8	8	9	9	10	
100	11	11	11	11	12	14

*The chances are 95 in 100 that the sampling error is not larger than the figures shown.

Here is an example of how the tables would be used: Let us say that 50 percent of the boys respond a certain way and 40 percent of girls respond that way also, for a difference of 10 percentage points between them. Can we say with any assurance that the 10-point difference reflects a real difference between men and women on the question? The sample contains approximately 400 boys and 400 girls. Since the percentages are near 50, we consult Table B, and since the two samples are about 400 persons each, we look for the number 7 here. This means that the allowance for error should be 7 points, and that in concluding that the percentage among boys is somewhere between 5 and 15 points higher than the percentage among girls we should be wrong only about 7 percent of the time. In other words, we can conclude with considerable confidence that a difference exists in the direction observed and that it amounts to at least 7 percentage points.

If, in another case, boys' responses amount to 22 percent, say, and girls' 24 percent, we consult Table A because these percentages are near 20. We look for the number in the column headed 400 and see that it is 6. Obviously, then, the two-point difference is inconclusive, since we are looking for a difference of at least six percentage points.

QUESTIONNAIRE

JUNIOR ACHIEVEMENT USA/JAPAN YOUTH SURVEY: TOP LINE QUESTIONNAIRE 4/17/90

THE JUNIOR ACHIEVEMENT/GALLUP
INTERNATIONAL STUDENT OPINION POLL

GO #89365

INTRODUCTION: Hello, I am _____ calling from the Gallup Poll. I'm doing a public opinion survey of the views of junior and senior high school students, and would like to ask a few questions of the junior or senior high school student in this household who most recently had a birthday. May I speak with that person please? (IF NO JUNIOR OR SENIOR HIGH SCHOOL STUDENT IN HOUSEHOLD, THANK RESPONDENT AND TERMINATE INTERVIEW.

IF JUNIOR/SENIOR HIGH SCHOOL STUDENT WITH MOST RECENT BIRTHDAY IS NOT HOME, ASK): Is there anyone else of junior or senior high school age who might be available to answer the questions in our public opinion survey? (IF MORE THAN ONE ALTERNATIVE, AGAIN ASK TO SPEAK TO THE ONE WITH THE MOST RECENT BIRTHDAY).

(REPEAT INTRO FOR STUDENT): Hello, I am _____ calling from the Gallup Poll. I'm doing a public opinion survey of the views of junior and senior high schools students, and would like to ask you a few questions. What you tell me will be kept in strictest confidence. May we begin?

1. First, what grade are you currently in in school?

JAPAN	U.S.	
16%	17%	7th grade
17	17	8th grade
18	16	9th grade
17	17	10th grade
17	17	11th grade
15	16	12th grade
100	100	
(790)	(750)	Bases

2. And how old are you please?

JAPAN	U.S.	
1%	7%	12 or under
17	18	13 years
16	16	14 years
18	18	15 years
18	17	16 years
17	16	17 years
12	7	18 years
1	1	19 or older
100	100	
(790)	(750)	Bases

[IMAGE OF BUSINESS]

3. I'm interested in knowing which living people you most admire in various fields. First, whom do you admire most in politics or government? (TOP FOUR MENTIONS)

JAPAN

Takako Doi	(Head of the Japanese Socialist Party)	8%
Toshiki Kaifu	(Current Prime Minister)	4
Mikhail Gorbachev	(USSR)	2
Yasuhiro Nakasone	(Past Prime Minister)	1

Base = 790

U.S.A.

George Bush	28%
Reverend Jesse Jackson	5
Ronald Reagan	5
Dan Quayle	1

Base = 750

4. And what living person do you most admire in professional sports or athletics? (TOP FOUR MENTIONS)

JAPAN

Kiyoshi Nakahata	(Baseball, Yomiuri Giants - retired)	5%
Chiyo No Fuji	(Sumo wrestler)	4
Tatsunori Hara	(Baseball, Yomiuri Giants)	2
Seiko Hashimoto	(Amateur speed skater)	2

Base = 790

U.S.A

Michael Jordan	22%
Joe Montana	7
Bo Jackson	7
Mike Tyson	3

Base = 750

5. And what living person do you most admire in the field of business? (TOP FOUR MENTIONS)

JAPAN

Kohnosuke Matsushita	(Founder of Matsushita Electronics)	1%
My father		1
Akio Morita	(Chairman of Sony)	1
Soichiro Honda	(Chairman of Honda Motors)	1

Base = 790

U.S.A.

Donald Trump	23%
My dad	7
Lee Iacocca	3
My mom	3

Base = 750

6. What do you admire most about _____? (MOST ADMIRED BUSINESS PERSON) RECORD BELOW. DO NOT READ ANSWER CATEGORIES

JAPAN	U.S.A.	
3%	30%	THEIR MONEY/WEALTH
-	2	THEIR FAME
-	2	THEIR INDEPENDENCE
40	31	THEIR ACCOMPLISHMENT, INVENTIONS, ETC.
11	4	THEIR CONTRIBUTION TO SOCIETY
6	4	HOW RESPECTED THEY ARE
31	37	OTHER (SPECIFY):
18	3	DON'T KNOW/REFUSED
109	113	Totals exceed 100% due to multiple responses.

(65) (357)

7. How important are each of the following types of people to you as role models for your own life and future. First, what about _____ (READ ITEMS AND RATE IN SEQUENCE. START WHERE INDICATED) Would you say (ITEM) are very important, somewhat important, not too important, or not at all important as role models for your own life and future?

		Very important	Some what important	Not too important	Not at all important	DON'T KNOW	Total
a. Your teachers?	U.S.A:	51%	38	8	3	-	100
	JAPAN:	25%	45	21	8	1	100
b. Your parents?	U.S.A:	91	8	1	-	-	100
	JAPAN:	71	21	5	2	1	100
c. Religious leaders?	U.S.A:	41	38	13	7	1	100
	JAPAN:	4	14	33	42	7	100
d. Politicians?	U.S.A:	18	40	27	13	2	100
	JAPAN:	11	31	33	21	4	100
e. Businessmen and women?	U.S.A:	28	50	16	4	2	100
	JAPAN:	11	32	34	17	6	100
f. Successful athletes?	U.S.A:	25	43	20	11	1	100
	JAPAN:	14	34	32	17	3	100
g. Your friends?	U.S.A:	69	27	3	1	-	100
	JAPAN:	73	21	4	1	1	100

BASE (U.S.A) = 750
BASE (JAPAN) = 790

8. Now I'm going to read you a list of organizations or other influences in American (JAPAN: "Japanese") society. Please tell me how much confidence you have in each one — a great deal, quite a lot, some, or very little. (READ ITEMS AND RATE IN SEQUENCE. START WHERE INDICATED)

		A great deal	Quite a lot	Some	Very little	DON'T KNOW	Total
a. The public schools?	U.S.A:	27%	29	29	14	1	100
	JAPAN:	20%	24	43	12	1	100
b. Banks?	U.S.A:	21	30	34	14	1	100
	JAPAN:	23	25	39	10	3	100
c. Television?	U.S.A:	14	17	38	31	-	100
	JAPAN:	11	19	43	24	3	100
d. Congress?	U.S.A:	20	26	32	21	1	100
Diet?	JAPAN:	5	11	42	38	4	100
e. Big business?	U.S.A:	21	24	36	17	2	100
	JAPAN:	8	18	44	25	5	100

BASE (U.S.A) = 750
BASE (JAPAN) = 790

9. Which of the following is the most important in forming your impressions of what a business career might be like. Is it... (READ LIST, START WHERE INDICATED)

JAPAN	U.S.A.	
52%	58%	The views of your parents,
10	15	the views of your teachers,
	7	the views of your counselor at school,
16	10	the views of your friends, or
8	7	shows you see on television?
4	1	OTHER (VOLUNTEERED)
6	1	NONE OF THESE (VOLUNTEERED)
4	1	DON'T KNOW/NO ANSWER
100	100	
(790)	(750)	

[ACADEMIC TRAINING IN SECONDARY SCHOOL]

NOTE: ASK QUESTION 10 ONLY OF STUDENTS IN GRADES 10, 11 OR 12 (SEE ANSWER TO Q.1). IF STUDENT NOT IN GRADES 10-12, SKIP TO Q.11

10. Now I'm going to name some subjects in junior and senior high school. As I do, please tell me whether you have taken that subject already, have not taken that subject but plan to, or don't plan to take that subject at all. First, what about ... (INTERVIEWER NOTE: IF RESPONDENT IS TAKING SUBJECT THIS YEAR, COUNT IT UNDER "HAVE TAKEN ALREADY"

			Have taken already	Haven't taken, but plan to	Haven't taken and don't plan to	HAVEN'T TAKEN & DON'T KNOW IF PLAN TO (VOL)	NO ANSWER	Total
a.	calculus	U.S.A:	8	41	42	9	-	100
		JAPAN:	27	18	44	9	2	100
b.	a foreign language	U.S.A:	72	13	12	3	-	100
		JAPAN:	70	19	9	1	1	100
c.	business or economics	U.S.A:	54	29	13	4	-	100
		JAPAN:	18	20	52	8	2	100
d.	computer science	U.S.A:	41	23	26	10	-	100
		JAPAN:	12	31	47	8	2	100

BASE (U.S.A) = 376
BASE (JAPAN) = 382

ASK EVERYONE:

11. How interested are you in each of the following subjects: very interested, somewhat interested, not too interested, or not at all interested? First, what about _____ (START AT X'ED ITEM, RATE IN SEQUENCE)

		Very interested	Somewhat interested	Not too interested	Not at all interested	DON'T KNOW	Total
a. Mathematics	U.S.A:	46%	38	10	6	-	100
	JAPAN:	26%	32	27	15	-	100
b. Science	U.S.A:	42	37	13	8	-	100
	JAPAN:	28	33	27	12	-	100
c. Social studies and history	U.S.A:	33	44	15	8	-	100
	JAPAN:	36	34	22	8	-	100
d. English	U.S.A:	35	45	14	6	-	100
Japanese	JAPAN:	26	39	25	10	-	100
e. Foreign languages	U.S.A:	31	40	17	11	1	100
	JAPAN:	43	33	16	8	-	100
f. Courses in business or economics	U.S.A:	40	37	13	9	1	100
	JAPAN:	11	20	25	18	26	100
g. Arts and music	U.S.A:	45	31	15	9	-	100
	JAPAN:	32	32	21	14	1	100

BASE (U.S.A) = 750
BASE (JAPAN) = 790

12. Now I want to know how <u>important</u> you think these subjects are to your ability to succeeding in life after high school. For each subject, please tell me whether you think it is essential to success after high school, important but not essential, not too important, or not at all important. First, what about ____
(START AT X'ED ITEM, RATE IN SEQUENCE)

		Essential	Important, but not essential	Not too important	Not at all important	DON'T KNOW	Total
a. Mathematics	U.S.A:	71%	24	4	1	-	100
	JAPAN:	42%	23	25	8	2	100
b. Science	U.S.A:	41	39	15	5	-	100
	JAPAN:	20	21	43	14	2	100
c. Social studies and history	U.S.A:	31	44	19	6	-	100
	JAPAN:	44	23	25	6	2	100
d. English	U.S.A:	68	26	5	1	-	100
Japanese	JAPAN:	56	21	18	4	1	100
e. Foreign languages	U.S.A:	25	44	23	7	1	100
	JAPAN:	66	18	10	4	2	100
f. Courses in business or economics	U.S.A:	58	30	9	3	-	100
	JAPAN:	27	19	22	9	23	100
g. Arts and music	U.S.A:	18	38	30	14	-	100
	JAPAN:	15	20	44	19	2	100

BASE (U.S.A) = 750
BASE (JAPAN) = 790

13. For these same subjects, please tell me whether you think your schools will provide you with <u>good</u> training in this area or <u>poor</u> training in this area by the time you leave high school. First what about _____ (START AT X'ED ITEM, RATE IN SEQUENCE)

		Good training	Poor training	AVERAGE QUALITY TRAINING (VOL.)	NO TRAINING (VOL.)	DON'T KNOW	Total
a. Mathematics	U.S.A:	90%	6	3	1	-	100
	JAPAN:	70%	21	5	-	4	100
b. Science	U.S.A:	87	10	3	-	-	100
	JAPAN:	60	30	6	-	4	100
c. Social studies and history	U.S.A:	82	12	6	-	-	100
	JAPAN:	65	26	5	-	4	100
d. English	U.S.A:	90	7	3	-	-	100
Japanese	JAPAN:	68	23	5	-	4	100
e. Foreign languages	U.S.A:	67	23	5	2	3	100
	JAPAN:	66	26	4	-	4	100
f. Courses in business or economics	U.S.A:	67	23	4	2	4	100
	JAPAN:	28	38	4	11	19	100
g. Arts and music	U.S.A:	67	25	4	2	2	100
	JAPAN:	39	48	5	3	5	100

BASE (U.S.A) = 750
BASE (JAPAN) = 790

14. What you would like to do after leaving high school: find a job, work and go to college part-time, join the armed services, or attend college full-time?

JAPAN	U.S.A.		
29%	7%	Find a job	SKIP TO Q.17
4	26	Work and go to college part-time	GO TO Q.15
-	11	Join the armed services	ASK Q.14a below
64	55	Attend college full-time	GO TO Q.15
3	1	DON'T KNOW	SKIP TO Q.17
100	100		
(790)	(750)	Bases	

14a. IF ARMED SERVICES, ASK: Do you plan to attend college after you leave the armed services, or not?

JAPAN	U.S.A.	
-	74%	Yes ——————ASK Q.15
-	19	No ——————SKIP TO Q.17
-	7	DON'T KNOW——SKIP TO Q.17
	100	
	(80)	Base

15. Do you hope to go to a vocational school, or to a college or a university?

JAPAN	U.S.A.	
17%	9%	Vocational school
78	88	College or University (INCLUDES JUNIOR COLLEGE/COMMUNITY COLLEGE OTHER THAN VOCATIONAL SCHOOL)
5	3	DON'T KNOW/NO ANSWER
100	100	
(538)	(671)	Bases

15a. Do you think that you will be able to afford to go to the college that would be your first choice?

JAPAN	U.S.A.	
80%	65%	Yes
6	21	No
13	11	DON'T KNOW IF CAN AFFORD IT (VOLUNTEERED)
1	3	DON'T KNOW WHAT WOULD BE FIRST CHOICE (VOLUNTEERED)
100	100	
(538)	(671)	Bases

16. How will your college education be paid for? **(DO NOT READ CATEGORIES, MULTIPLE RESPONSES ACCEPTED — CHECK ALL THAT APPLY)**

JAPAN	U.S.A.	
75%	52%	PARENT'S/RELATIVES' SAVINGS
8	25	STUDENT'S OWN SAVINGS
3	27	SCHOLARSHIP
-	6	MILITARY SERVICE (G.I. BILL EQUIVALENT)
-	10	LOAN
1	-	WILL ATTEND TUITION-FREE COLLEGE
10	4	OTHER (SPECIFY): _____
-	1	WON'T BE ABLE TO GO TO COLLEGE AT ALL/CAN'T AFFORD IT (VOL.)
16	8	DON'T KNOW
113	133	Total exceeds 100% due to multiple responses
(538)	(671)	Bases

[ECONOMIC VALUES]

ASK EVERYONE:

17. Switching subjects, I'm interested in some of your attitudes toward money. Let's suppose that you were to win $1,000 **(JAPAN: ¥150,000)** in a contest, how much of that amount would you probably spend, and how much would you probably save? **(PROMPT)**: Just your best estimate.

Amount would save:

JAPAN	U.S.A.	
5%	4%	None
1	2	1% - 24%
8	3	25% - 49%
58	45	50% - 74%
8	34	75% - 99%
19	12	100% (All of it)
1	*	DON'T KNOW
100	100	
(790)	(750)	Bases

18. **UNLESS WHOLE AMOUNT WOULD BE SAVED, ASK:** What single thing would you be most likely to spend that money on? (TOP FOUR MENTIONS)

JAPAN

Clothes/Dresses	26%
Hobbies or favorite things	7
Audio/Visual Appliances	6
Books/Magazines	6

Base = 641

U.S.A

Clothing	39%
Car/Car repair/Car insurance	15
Stereo/CD/TV/Electronics	4
Personal items/Myself	4

Base = 656

19. Now let's suppose you earned $1,000 (JAPAN: ¥150,000) yourself. How much of that amount would you probably spend, and how much would you probably save? (PROMPT): Just your best estimate.

Amount would save:

JAPAN	U.S.A.	
4%	4%	None
2	2	1% - 24%
18	4	25% - 49%
49	40	50% - 74%
13	37	75% - 99%
12	13	100% (All of it)
2	*	DON'T KNOW
100	100	
(790)	(750)	Bases

20. ASK EVERYONE: Now, I have a few questions about your future. First, what kind of work do you think you will be doing when you are 25 years old? (DO NOT READ RESPONSES. RECORD ANSWER BELOW. PROMPT FOR CATEGORY CLOSEST TO WHAT THEY EXPECT TO BE DOING)

JAPN	USA	
-	-	Laborer (car washer, sanitary worker, farm laborer, etc.)
7	2	Service worker (cook, waiter, barber, janitor, gas station attendant, practical nurse, beautician, etc.)
1	1	Operative or semi-skilled worker (garage worker, taxicab, bus or truck driver, assembly line, welder, commercial fisherman, etc.)
2	1	Sales clerk in a retail store (shoe salesperson, department store clerk, drug store clerk, etc.)
23	5	Clerical or office worker (bank teller, bookkeeper, secretary, typist, postal clerk or carrier, ticket agent, etc.)
1	2	Protective service (police officer, fireman, detective, etc.)
-	3	Military service
6	5	Craftsman or skilled worker (carpenter, electrician, brick layer, mechanic, machinist, tool and die maker, telephone installer,etc.)
-	1	Farm owner, farm manager
1	2	Owner of a small business (restaurant owner, shop owner, etc.)
1	2	Sales representative (insurance agent, real estate broker, bond salesman, etc.)
3	3	Manager or administrator in private sector (office manager, sales manager, etc.)
1	1	Manager or administrator in public sector (school administrator, government official, etc.)
8	21	Professional without doctoral degree (registered nurse, librarian, engineer, architect, social worker, technician, accountant, etc.)
2	19	Professional with doctoral degree (lawyer, physician, dentist, scientist, college professor, etc.)
4	5	Teacher (except college professors)
5	7	Studio or performing arts (actor, artist, musician, etc.)
1	4	Professional athlete
6	-	Full-time homemaker or housewife
1	5	Full-time student
3	-	OTHER NOT SPECIFIED ABOVE (SPECIFY): _____
24	11	DON'T KNOW
100%	100%	

21. How likely do you think it is that you will actually get to do the kind of work you want to do? Would you say it is...

JAPAN	U.S.A	
9%	23%	Certain
15	47	Very likely
32	24	Somewhat likely
24	4	Not too likely
8	1	or, Very unlikely?
1	-	ALREADY DO THIS KIND OF WORK (VOL.)
11	1	DON'T KNOW
100	100	
(790)	(750)	Bases

22. By the time you finish your education, how prepared do you think you will be to pursue the kind of work you want to do? Do you think you will be...

JAPAN	U.S.A	
4%	64%	Very well prepared
38	34	Fairly well prepared
41	2	Not too well prepared
8	-	or, Not at all well prepared?
9	-	DON'T KNOW
100	100	
(790)	(750)	Bases

23. Which of the following do you think will be most important in preparing you for the kind of work you want to do...

JAPAN	U.S.A	
33%	20%	The education you get before leaving high school,
46	63	the education you get after leaving high school, or
15	15	the experience you gain from part-time jobs during school years?
1	-	NONE OF THESE (VOLUNTEERED)
1	1	OTHER (VOLUNTEERED)
4	1	DON'T KNOW/NO ANSWER
100	100	
(790)	(750)	Bases

24. Now I'm going to name some things parents sometimes help give advice to their children about. As I read each item, please tell me whether you think your own parent(s) generally give you good advice or bad advice on this subject. (READ LIST AND RATE IN SEQUENCE. START WHERE INDICATED)

		Good advice	Bad advice	NEITHER GOOD NOR BAD (VOL.)	NO ADVICE (VOL.)	NO ANSWER	Total
a. Your career plans or job choice	U.S.A:	84%	10	3	3	-	100
	JAPAN:	60%	2	16	20	2	100
b. Your course work and homework	U.S.A:	87	9	2	2	-	100
	JAPAN:	37	3	22	37	1	100
c. Your future education or job training	U.S.A:	91	6	1	2	-	100
	JAPAN:	44	1	19	31	2	100
d. What the business world is like	U.S.A:	67	21	6	4	2	100
	JAPAN:	61	2	13	21	3	100

BASE (U.S.A) = 750
BASE (JAPAN) = 790

[DEMOGRAPHIC AND BEHAVIORAL INFORMATION]

Finally, I have a few questions so that we'll know something about the kinds of people we've interviewed.

25. First, is the school you now go to a public school, a private school, or a religious school?

JAPAN	U.S.A	
72%	90%	Public school
23	4	Private (non-religious) school
3	6	Religious school
2	-	DON'T KNOW/NO RESPONSE
100	100	
(790)	(750)	Bases

26. Which of the following best describes your average grade so far in school: (ADAPT FOR JAPAN)

JAPAN	U.S.A	
1%	15%	A (93-100)
5	11	A- (90-92)
54	20	B+ (87-89)
33	22	B (83-86
5	13	B- (80-82)
-	9	C+ (77-79)
-	6	C (73-76)
-	3	C- (70-72)
2	1	D or lower (69 or below)
100	100	
(790)	(750)	Bases

27. Not counting things you do in your own household, how many hours per week do you work in a paid or unpaid job during the school year?

JAPAN	U.S.A	
75%	49%	None ——— SKIP TO Q.33
13	14	5 or less hours/week
4	12	6 to 10 hours/week
2	8	11 to 15 hours/week
1	5	16 to 20 hours/week
1	4	21 to 25 hours/week
1	3	26 to 30 hours/week
1	4	More than 30 hours/week
2	1	NO ANSWER
100	100	
(790)	(750)	Bases

28. ASK THOSE WHO WORK: Do you currently have a paid job, a volunteer job, or both?

JAPAN	U.S.A	
47%	58%	Paid ——— ASK Q.29
40	15	Volunteer —— SKIP TO Q.33
2	16	Both ——— ASK Q.29
2	10	NEITHER AT PRESENT (VOL.) — SKIP TO Q.33
9	1	DON'T KNOW
100	100	
(189)	(380)	Bases

29. Which best describes your parents' attitude toward your (paid) job...

JAPAN	U.S.A	
5%	9%	They require you to have a job,
76	80	they encourage you to have a job, or
11	4	they discourage you from having a job?
2	1	PARENTS ARE IN FAVOR OF ME HAVING A JOB, BUT OPPOSED TO A SPECIFIC ASPECT OF THIS PARTICULAR JOB (HOURS, TYPE OF JOB, ETC., VOL.)
6	5	PARENTS HAVE NO VIEW/DON'T CARE (VOLUNTEERED)
-	1	DON'T KNOW/NO ANSWER
100	100	
(93)	(281)	Bases

30. What type of work do you do? (DO NOT READ ANSWER CATEGORIES. CHECK ALL THAT APPLY, BUT NOT MORE THAN ONE CATEGORY PER JOB)

JAPAN	U.S.A	
30%	17%	Fast food/restaurant/waitress
27	18	Sales clerk in retail store, etc.
9	-	Library assistant
2	26	Baby sitter (outside home)
-	-	Delivery person for store
-	3	Paper route
-	4	Cutting lawns/yard work, etc.
33	33	OTHER (specify): _____
2	-	NO ANSWER
103	101	

Total exceeds 100% due to multiple responses.

(93) (281) Bases

31. What is the main thing you do with the money you earn from your job? Do you... (PROMPT FOR SINGLE MOST APPROPRIATE RESPONSE. RE-READ LIST IF NECESSARY)

JAPAN	U.S.A	
8%	14%	Use the money to pay for a car, motorcycle, or other type of transportation,
2	2	use the money to help support your family,
18	15	spend the money on entertainment or dating,
41	20	spend the money on clothing or other personal items for yourself,
3	21	save the money for college, or
21	25	save the money for some purpose other than college?
1	-	NONE OF THESE (VOLUNTEERED)
2	2	OTHER (VOLUNTEERED)
4	1	DON'T KNOW/NO ANSWER
100	100	
(93)	(281)	

32. To what extent does this job ... (READ ITEM ITEMS IN SEQUENCE. START WHERE INDICATED) To a great extent, to some extent, only a little, or not at all?

		To a great extent	To some extent	Only a little	Not at all	No ANSWER	Total
a. Interfere with your social life?	U.S.A:	7%	21	34	37	1	100
	JAPAN:	2%	6	13	78	1	100
b. Interfere with your education?	U.S.A:	1	10	25	63	1	100
	JAPAN:	1	7	35	56	1	100
c. Provide a good stepping-stone toward the kind of work you want in the long run?	U.S.A:	16	17	15	50	2	100
	JAPAN:	26	21	26	25	2	100

BASE (U.S.A) = 750
BASE (JAPAN) = 790

33. (U.S. ONLY) Have you ever participated in the Junior Achievement program?

U.S.A	
12%	Yes
84	No
4	NO ANSWER
100	Base = 750

34. About how many hours do you spend in an average week on all your homework outside school hours?

JAPAN	U.S.A	
10%	3%	0 hours/week
30	30	1 TO 4 hours/week
19	33	5 to 9 hours/week
18	20	10 to 14 hours/week
6	7	15 to 19 hours/week
7	3	20 to 24 hours per week
2	1	25 to 29 hours/week
3	1	30 or more hours/week
5	2	NO ANSWER
100	100	
(790)	(750)	Bases

34a. Aside from any help your parents might give you, do you receive any special tutoring or additional educational courses outside of school? (JAPAN: SUCH AS "JUKU" OR "KATEI KYOUSHI") (NOTE: WE ARE LOOKING FOR COURSEWORK OR TUTORING DIRECTLY RELATED TO EDUCATION AND ACADEMICS. DO NOT COUNT THINGS LIKE HOBBIES, SPORTS OR MUSIC LESSONS, RELIGIOUS INSTRUCTION ETC.)

JAPAN	U.S.A	
35%	8%	Yes — ASK Q. 34b
65	91	No — SKIP TO Q.35
-	1	DON'T KNOW/NO ANSWER — SKIP TO Q.35
100	100	
(790)	(750)	Bases

34b. (JAPAN ONLY) Do you go to "Juku" or "Katei Kyoushi", or both outside school hours?

JAPAN	
83%	Juku
14	Katei Kyoushi
2	Both
1	No answer
100	Base = 284

34c. About how many hours do you spend in an average week on any special tutoring or additional educational courses (JAPAN: "JUKU" AND/OR "KATEI KYOUSHI")

JAPAN	U.S.A	
-%	5%	average of 0 hours/week/NONE
57	64	1 TO 4 hours/week
32	24	5 to 9 hours/week
7	2	10 to 14 hours/week
2	-	15 to 19 hours/week
1	2	20 to 24 hours per week
-	-	25 or more hours/week
1	3	NO ANSWER
100	100	
(284)	(59)	Bases

35. During a typical week, on how many evenings do you go out for fun and recreation?

JAPAN	U.S.A	
58%	7%	Less than one
14	16	One
12	32	Two
7	22	Three
2	9	Four
2	6	Five
1	2	Six
2	5	Seven
2	1	NO ANSWER
100	100	
(790)	(750)	Bases

36. And on how many evenings a week do you spend at least one hour reading books, magazines or newspapers (not counting school assignments)?

JAPAN	U.S.A	
9%	13%	Less than one
14	19	One
19	21	Two
21	15	Three
6	6	Four
7	8	Five
3	2	Six
20	14	Seven
1	2	NO ANSWER
100	100	
(790)	(750)	Bases

37. Now I just need to know a few final things about what kind of family you live in. Please tell me which of the following relatives you have living at home in your household...

JAPAN	U.S.A	
		a. A mother (or stepmother)?
97%	94%	Yes
3	5	No
-	1	NO ANSWER
100	100	
		b. A father (or stepfather)?
96%	81%	Yes
4	18	No
-	1	NO ANSWER
100	100	
		c. Any brothers (or stepbrothers)? (IF YES): How many?
43%	46%	No/None
44	37	One
11	10	Two
1	4	Three
-	2	Four
-	-	Five or more
1	1	NO ANSWER
100	100	
		d. Any sisters (or stepsisters)? (IF YES): How many?
47%	46%	No/None
42	39	One
9	11	Two
1	2	Three
-	1	Four
-	-	Five or more
1	1	NO ANSWER
100	100	
(790)	(750)	Bases

38. IF RESPONDENT HAS A MOTHER AND FATHER LIVING AT HOME, ASK:
Who would you say is the main wage earner in your household, your father or your mother?

JAPAN	U.S.A.	
92%	81%	Father
2	16	Mother
2		Same (Only accepted as a response in Japanese survey)
4	3	DON'T KNOW
100	100	
(737)	(584)	Bases

39. Is your (MOTHER/FATHER — WHICHEVER IS MAIN WAGE-EARNER) currently employed full-time, part-time or not employed?

JAPAN	U.S.A	
92%	89%	Full-time - ASK Q.40
2	5	Part-time - ASK Q.40
-	5	Not employed - GO TO Q.41
6	1	NO ANSWER - ASK Q.40
100	100	
(790)	(750)	Bases

40. Could you tell me the kind of business or industry your _____ (father/mother--whichever is main wage-earner) does? [INTERVIEWER: CHECK CATEGORY BELOW WHICH BEST DESCRIBES OCCUPATION.

IF YOU ARE UNABLE TO CLASSIFY OCCUPATION, THEN SAY: Which of the following best describes the kind of work that he/she does? READ LIST.

JAPAN	U.S.A	
9%	21%	Professional worker--lawyer, doctor, scientist, teacher, engineer, nurse, accountant, programmer, systems analyst, musician
12	11	Manager, Corporate Executive or Government Official--in a business, government agency, or other organization
9	8	Business Owner--such as a store, factory, plumbing contractor,etc.
16	9	Clerical or Office Worker--in business, government agency, or other type of organization--such as a typist, secretary, postal clerk, telephone operator, computer operator, key punch operator, bank clerk, etc.
6	4	Sales worker--clerk in a store, door-to-door salesman
2	3	Manufacturer's Representative--outside salesperson, sales representative
3	7	Service worker--policeman/woman, fireman, waiter or waitress, maid, nurse's aide, attendant, barber or beautician
17	18	Skilled Tradesman--printer, baker, tailor,electrician, machinist, linesman, railroad engineer, plumber, or does mechanical work such as garage mechanic, carpenter, etc.
10	8	Semi-skilled Worker--operates a machine in a factory, is an assembly line worker in a factory, drives a truck, taxi cab, or bus, etc.
1	4	Laborer--plumber's helper, construction laborer, longshoreman, garbage man, or other physical work.
8	2	Other: _____
7	5	NO ANSWER
100	100	
(790)	(750)	Bases

INTERVIEWER NOTE: THIS QUESTION MAY REQUIRE SOME PROMPTING FOR APPROPRIATE CATEGORY. EXAMPLE: IF PARENT "WORKS IN A MUFFLER SHOP", IN WHAT CAPACITY (OWNER? INSTALLER, SECRETARY?)

41. **NOTE: IF NO FATHER/STEPFATHER PRESENT IN HOUSEHOLD (Q.37b), GO NOW TO Q.43. OTHERWISE ASK:** Did your father go to college, or not?

JAPAN	U.S.A	
28%	51%	Yes ——————— SKIP TO Q.43
63	43	No — ASK Q.42
9	6	DON'T KNOW/NO ANSWER — SKIP TO Q.43
100	100	
(758)	(611)	Bases

42. As far as you know, did he graduate from high school, or not?

JAPAN	U.S.A	
74%	75%	Yes
20	19	No
6	6	DON'T KNOW/NO ANSWER
100	100	
(482)	(263)	

44. **NOTE: IF NO MOTHER/STEPMOTHER PRESENT IN HOUSEHOLD (Q.37a), GO NOW TO Q.45. OTHERWISE ASK:** Did your mother go to college, or not?

JAPAN	U.S.A	
18%	47%	Yes ——————— SKIP TO Q.45
74	49	No — ASK Q.44
8	4	DON'T KNOW/NO ANSWER — SKIP TO Q.45
100	100	
(761)	(707)	

44. As far as you know, did she graduate from high school, or not?

JAPAN	U.S.A	
79%	77%	Yes
17	19	No
4	4	DON'T KNOW/NO ANSWER
100	100	
(567)	(348)	

45. I'm going to read four possible descriptions of the type of neighborhood you live in. Please stop me when I come to the one which best describes your own neighborhood. Would you say it is: much wealthier than average, somewhat wealthier than average, somewhat less wealthy than average, or much less wealthy than average?

JAPAN	U.S.A	
8%	6%	much wealthier than average
51	52	somewhat wealthier than average
22	21	ABOUT AVERAGE (VOLUNTEERED)
15	15	somewhat less wealthy than average
1	4	much less wealthy than average
3	2	NO ANSWER
100	100	
(790)	(750)	Bases

46. (U.S. ONLY) What is your race? Are you white, black, Asian, or some other?

U.S.A	
83%	White
11	Black
3	Asian
3	Hispanic
100	Base = 750

47. (U.S. ONLY) Are you, yourself, of Hispanic origin or descent, such as Mexican, Puerto-Rican, Cuban, or other Spanish background?

U.S.A	
7%	Yes
91	No
2	DON'T KNOW/REFUSED
100	Base = 750

INTERVIEWER: PLEASE RECORD THE FOLLOWING:

48. RESPONDENT'S SEX:

JAPAN	U.S.A.	
51%	51%	Male
49	49	Female
100	100	

END OF INTERVIEW, THANK RESPONDENT.